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# 200 Example Sentences in the Mu- nya Language (Tanggu Dialect)

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## 200 Example Sentences in the Mu-nya Language

### (Tanggu Dialect)

Takumi IKEDA

#### Preface

Mu-nya is a Tibeto-Burman language spoken among a part of Tibetan people living around the Mt. Minya kongka in Sichuan province of southwest China. I described the people who speak Mu-nya language and their geographical and historical background based on my field research in my former paper: IKEDA (2007) in *Zinbun* 39. I attached a 200 basic word list as an appendix to the report in order to show the phonetic features and word forms of the Mu-nya language, comparing it with written Tibetan and reconstructed word forms of Proto-Tibeto-Burman, but did not mention their syntax.

In this paper I describe an outline of the syntax of Mu-nya using 200 sentence examples. These sentences are quoted from a text book of the Tibetan Kham dialect of: Ma Yuehua 马月华 (ed.) *Jichu Zangwen keben (Kang fangyan)* 《基础藏文课本（康方言）》 [*\*Elementary Tibetan text of Kham dialect*] vol. 2. Southwest University for Nationalities. 西南民族学院 1987. The original source contains 200 basic expressions of Tibetan Kham dialect written in Tibetan script with Chinese translation. Unfortunately the textbook includes so many misprints, that I corrected all these mistakes and made English translation under Ms. Marielle Prins's help.

These 200 basic sentences are very useful and convenient for field research on the Tibeto-Burman languages: because the sentences consist of questions and answers, we can grasp interrogative, declarative, and negative expressions distributed over all three persons of the subject. And all the sentences represent typical daily conversation in the Tibetan cultural area in southwest China, written in Kham Tibetan dialect and Chinese, so it is easy for speakers to understand and express them in their own language naturally.

This paper records the expressions of the Mu-nya Tanggu 汤古 (*Thang mgo*) dialect. Tanggu village is on the way from Kangding 康定 (*Dar rtse mdo*) to Jiulong 九龙 (*brGyad zil rdzong*), about 85 km away from Sadé 沙德 (*Sa bde*), and about 65 km from Kongka

county (Gònggāshān xiāng 贡嘎山乡; the old name was Liùbā xiāng 六巴乡 (*Klu pa*)), where one finds the starting point of the trekking course to Mt. Minya kongka. My collaborator was Mr. *Blo bzang bKra shis* (read as Lyuza Trashi), an educated Tibetan Buddhist from Tanggu village. He provided me with very suitable and natural expressions for the sample sentences in his mother dialect. I analyzed the structure of each sentence and glossed each word in the sentence. Additional explanations such as typical syntactic frames, word order, lexical borrowings from Tibetan, and the grammatical behavior of function words are described in the notes as needed.

My field research on the Mu-nya language was supported by a Grant-in-Aid for Scientific Research (S): 16102001 “Linguistic Substratum in Tibet” (directed by prof. Yasuhiko NAGANO at The National Museum of Ethnology) from the Japan Society for the Promotion of Science. I would like to thank prof. Jonathan Evans who took time to edit my English. Any errors or misrepresentations in this paper are of course my own responsibility.

### Abbreviations

AGT	Agentive	CLS	Classifier	CPT	Comparative
DAT	Dative	DEC	Declarative	DIR	Directional prefix
GNT	Genitive	IRG	Interrogative	MOD	Modal
NEG	Negative	NMR	Nominalizer	NUM	Numeral
PCL	Particle	S	Subject	SFX	Suffix
sb	somebody	sth	something	V	Verb

# 200 EXAMPLE SENTENCES IN THE MU-NYA LANGUAGE

0001. What is this?

ʔe<sup>33</sup>tsu<sup>55</sup> ɣa<sup>33</sup>dzu<sup>55</sup> ni<sup>35</sup>?  
 this what DEC

Interrogative pronouns appear at the position where the answer will be given, they do not move to a particular position as in English.

Q: Subject + {IRG pronoun} + Declarative ↔ A: Sub. + Obj. + DEC.

Q: {IRG pronoun} + Object + Declarative ↔ A: Sub. + Obj. + DEC.

0002. This is a book.

ʔe<sup>33</sup>tsu<sup>55</sup> yũ<sup>33</sup>ndu<sup>55</sup> ni<sup>33</sup>.  
 this book DEC

Mu-nya nouns do not have distinctive forms concerning gender, number, and case grammatically.

0003. Whose book is this?

ʔe<sup>33</sup>tsu<sup>55</sup> ɣa<sup>55</sup>na<sup>33</sup> yũ<sup>33</sup>ndu<sup>55</sup> ni<sup>35</sup>?  
 this whose book DEC

/ ɣa<sup>55</sup>na<sup>33</sup>/ 'whose' is the genitive form derived from / ɣa<sup>55</sup>nur<sup>33</sup>/ 'who' + / ɣa<sup>33</sup>/ PCL [genitive]: / ɣa<sup>55</sup>nur<sup>33</sup>=ɣa<sup>33</sup>/ > / ɣa<sup>55</sup>na<sup>33</sup>/.

0004. This is my book.

ʔe<sup>33</sup>tsu<sup>55</sup> ŋu<sup>55</sup>=ɣa<sup>55</sup> yũ<sup>33</sup>ndu<sup>55</sup> ni<sup>33</sup>.  
 this I GNT book DEC

/ ɣa<sup>33</sup>/ has allophones: [kɑ ~ kɛ ~ ɣæ]. This PCL is the genitive marker, which represents possession and modification.

0005. Whose pen is it?

nu<sup>55</sup>ku<sup>55</sup> xa<sup>55</sup>na<sup>33</sup> ni<sup>35</sup>?  
 pen whose DEC

/nu<sup>33</sup>ku<sup>55</sup>/ ‘(bamboo) pen’ < Tib. *smyu gu*

0006. It is mine.

nu<sup>55</sup>ku<sup>55</sup> ŋu<sup>55</sup>=ya<sup>55</sup> ni<sup>33</sup>.  
 pen I GNT DEC

0007. Is this your ink?

ŋe<sup>33</sup>tsu<sup>55</sup> na<sup>33</sup>=ya<sup>55</sup> na<sup>33</sup>ts<sup>h</sup>a<sup>55</sup> fe<sup>33</sup>=ŋe<sup>55</sup> ti<sup>33</sup>?  
 this you GNT ink IRG DEC

/na<sup>33</sup>ts<sup>h</sup>a<sup>55</sup>/ ‘ink’ < Tib. *snag tsha*

Mu-nya has three kinds of Declaratives: /ni<sup>33</sup>/, /ŋe<sup>33</sup>/, and /ti<sup>33</sup>/. They represent evidentiality of the statement by the speaker. /ni<sup>33</sup>/ is used for general statements independently, /ŋe<sup>33</sup>/ is used for statements with certainty, and /ti<sup>33</sup>/ expresses confirmation or discovery. /ŋe<sup>33</sup>/ and /ti<sup>33</sup>/ are often combined together as /ŋe<sup>33</sup>=ti<sup>55</sup>/. (but cannot be said in reversed order as \*/ti<sup>55</sup>ŋe<sup>33</sup>/).

0008. Yes. It is my ink.

ŋe<sup>33</sup>=ti<sup>55</sup>. ŋu<sup>33</sup>=ya<sup>55</sup> na<sup>33</sup>ts<sup>h</sup>a<sup>55</sup> ni<sup>33</sup>.  
 DEC I GNT ink DEC

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0009. Is that his/her bamboo pen?

wɔ<sup>33</sup>tsu<sup>55</sup>. ɣe<sup>55</sup>tsu<sup>33</sup>=ya<sup>35</sup> nu<sup>33</sup>ku<sup>55</sup> fi<sup>33</sup>=ŋe<sup>55</sup> ti<sup>33</sup>?  
 that s/he GNT pen IRG DEC

/ɣe<sup>33</sup>tsu<sup>55</sup>/ 'this' 's/he' (proximal) and /wɔ<sup>33</sup>tsu<sup>55</sup>/ 'that' 's/he' (distal) are distinguished in the demonstrative and the third personal pronouns, which are the same word form.

proximal /ɣe<sup>33</sup>tsu<sup>55</sup>/ 'this' 's/he' [sg.] /ɣe<sup>33</sup>nu<sup>55</sup>/ 'these' 'they' [pl.]  
 distal /wɔ<sup>33</sup>tsu<sup>55</sup>/ 'that' 's/he' [sg.] /wɔ<sup>33</sup>nu<sup>55</sup>/ 'those' 'they' [pl.]

0010. No. That is not his/her bamboo pen.

nu<sup>33</sup>=ŋe<sup>55</sup> ti<sup>33</sup>. ɣe<sup>33</sup>tsu<sup>55</sup>=ya<sup>33</sup> nu<sup>33</sup>ku<sup>55</sup> nu<sup>33</sup>=ŋe<sup>55</sup> ti<sup>33</sup>.  
 NEG DEC s/he GNT pen NEG DEC

The negative forms of Declaratives are: /nu<sup>33</sup>=ni<sup>55</sup>/, /nu<sup>33</sup>=ŋe<sup>55</sup>/, /nu<sup>33</sup>=ti<sup>55</sup>/, and /nu<sup>33</sup>=ŋe<sup>55</sup>ti<sup>33</sup>/.

0011. Who are you?

na<sup>55</sup> xa<sup>55</sup>nu<sup>33</sup> ŋe<sup>35</sup>?  
 you who DEC

This IRG sentence assumes the answer will use DEC /ŋe<sup>55</sup>/ to express the topic on the person himself who answers this question as the 1st person subject. This shows that the DEC does not always correspond to the person of the subject.

0012. I'm *bKra shis*.

ŋur<sup>55</sup> tʂa<sup>55</sup> ʕi<sup>33</sup> ŋɐ<sup>33</sup>.  
I        *bKra shis*    DEC

Mu-nya people name themselves in Tibetan. The example shows a typical change in pronunciation from Written Tibetan to Mu-nya pronunciation: [tʂa<sup>55</sup> ʕi<sup>33</sup>] < Tib. *bKra shis*.

0013. Who is this person?

ʔɐ<sup>33</sup> tswu<sup>55</sup> ʎa<sup>55</sup> nu<sup>33</sup> ni<sup>33</sup>?  
s/he        who        DEC

This sentence is asking about a third person, using DEC / ni<sup>33</sup> / for a general statement.

0014. S/he is my classmate.

ʔɐ<sup>33</sup> tswu<sup>55</sup> ŋur<sup>55</sup> = ʎa<sup>33</sup> k<sup>h</sup>i<sup>33</sup> zi<sup>55</sup> mi<sup>33</sup> ndzu<sup>35</sup> ni<sup>33</sup>.  
s/he        I        GNT    student        friend    DEC

/ k<sup>h</sup>i<sup>33</sup> zi<sup>55</sup> mi<sup>33</sup> ndzu<sup>35</sup> / 'classmate' < / k<sup>h</sup>i<sup>33</sup> zi<sup>55</sup> / 'study' + / =mi<sup>33</sup> / NMR (person)  
+ / ndzu<sup>35</sup> / 'friend'

0015. Are you a teacher?

na<sup>55</sup> ge<sup>33</sup> ge<sup>55</sup> fiɐ<sup>33</sup> = ŋɐ<sup>35</sup>?  
you    teacher    IRG    DEC

/ ge<sup>33</sup> ge<sup>55</sup> / 'teacher' < Tib. *dge rgen*

The interrogative forms of Declaratives are: / fiɐ<sup>33</sup> = ni<sup>55</sup>? /, / fiɐ<sup>33</sup> = ŋɐ<sup>55</sup>? /, and / fiɐ<sup>33</sup> = ŋɐ<sup>55</sup> ti<sup>33</sup>? /, which are chosen according to the prediction to the evidential of the answer. There is no interrogative form \*/ fiɐ<sup>33</sup> = ti<sup>55</sup>? /.

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0016. No. I'm not a teacher.

nɯ<sup>33</sup> = ɲɐ<sup>55</sup>. ɲɯ<sup>55</sup> ge<sup>33</sup> ge<sup>55</sup> nɯ<sup>33</sup> = ɲɐ<sup>55</sup>.  
 IRG DEC I teacher IRG DEC

0017. Is s/he also a student?

ʔɐ<sup>33</sup> tɕɯ<sup>55</sup> = nɯ<sup>55</sup> kʰi<sup>33</sup> zi<sup>55</sup> mi<sup>33</sup> ɲɐ<sup>33</sup> = ɲɐ<sup>55</sup> ti<sup>33</sup>?  
 s/he also student IRG DEC

/=nɯ<sup>55</sup> / is a PCL meaning to add another item to the topic, which comes after the noun that is being added.

0018. Yes. S/he is a student, too.

ɲɐ<sup>33</sup> ti<sup>55</sup>. ʔɐ<sup>33</sup> tɕɯ<sup>55</sup> = nɯ<sup>55</sup> kʰi<sup>33</sup> zi<sup>55</sup> mi<sup>33</sup> ni<sup>35</sup>.  
 DEC s/he also student DEC

0019. Which class are you in?

na<sup>55</sup> ɣa<sup>33</sup> dzɯ<sup>55</sup> ndzɯ<sup>33</sup> tɕa<sup>55</sup> kʰi<sup>33</sup> zi<sup>55</sup> mi<sup>33</sup> ni<sup>33</sup>?  
 you what class student DEC

/ ndzɯ<sup>33</sup> tɕa<sup>55</sup> / 'class' < Tib. *'dzin grwa*



0020. I'm in the Tibetan class.

ŋur<sup>55</sup> pu<sup>55</sup> yũ<sup>33</sup>ndur<sup>33</sup> k<sup>h</sup>i<sup>33</sup>zi<sup>55</sup>mi<sup>33</sup> ŋe<sup>33</sup>.  
 I Tibetan letters student DEC

/ pu<sup>55</sup> / 'Tibetan' < Tib. *Bod*

The object is put after the verb without PCL. i.e. 'study Tibetan' is expressed as  
 / pu<sup>55</sup> yũ<sup>33</sup>ndur<sup>33</sup> [=φ] k<sup>h</sup>i<sup>33</sup>zi<sup>55</sup> / 'Tibetan letters study' [object + verb] literally.

0021. Is s/he a student at the Nationalities Cadre School?

ʔe<sup>55</sup>tsur<sup>33</sup> mu<sup>33</sup>ri<sup>55</sup> le<sup>33</sup>ka<sup>55</sup>le<sup>33</sup>tʂe<sup>55</sup>=k<sup>h</sup>u<sup>33</sup> k<sup>h</sup>i<sup>33</sup>zi<sup>55</sup>mi<sup>33</sup>  
 s/he nationalities work school inside student

fi<sup>33</sup>=ŋe<sup>55</sup>ti<sup>33</sup>?

IRG DEC

/ mu<sup>33</sup>ri<sup>55</sup> / 'nationalities' < Tib. *mi rigs* 'race'

/ le<sup>33</sup>ka<sup>55</sup> / 'work' < Tib. *las ka*

/ le<sup>33</sup>tʂe<sup>55</sup> / 'school' < Tib. *slob grwa*

0022. No, s/he is a student at the Nationalities Teacher Training School.

ɲur<sup>33</sup>=ŋe<sup>55</sup>ti<sup>33</sup>, ʔe<sup>55</sup>tsur<sup>33</sup> mu<sup>33</sup>ri<sup>55</sup>=ya<sup>33</sup> ge<sup>33</sup>ge<sup>55</sup> vu<sup>33</sup>=mi<sup>55</sup>  
 NEG DEC s/he nationalities GNT teacher do person

=ya<sup>33</sup> la<sup>55</sup>tʂa<sup>55</sup>=k<sup>h</sup>u<sup>33</sup> k<sup>h</sup>i<sup>33</sup>zi<sup>55</sup>mi<sup>33</sup> ŋe<sup>55</sup>ti<sup>33</sup>.  
 GNT school inside student DEC

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0023. Who sweeps the floor today?

pu<sup>33</sup>si<sup>55</sup> fia<sup>33</sup>-ru<sup>55</sup>=ra<sup>33</sup>=mi<sup>33</sup> χa<sup>55</sup>nu<sup>33</sup> ni<sup>33</sup>?  
 today DIR sweep NMR person who DEC

/ra<sup>33</sup>/ NMR [genitive] < /re<sup>33</sup>/ NMR + /ya<sup>33</sup>/ PCL [genitive]

A Mu-nya verb consists of a DIR and a stem. They have 8 DIRs which are:

{tu <sup>33</sup> -}	[upward]	{ne <sup>33</sup> -}	[downward]
{yu <sup>33</sup> -}	[to upper stream]	{fia <sup>33</sup> -}	[to down stream]
{ngu <sup>33</sup> -}	[towards the speaker]	{t <sup>h</sup> e <sup>33</sup> -}	[away from the speaker]
{ru <sup>33</sup> -}	[rounding]	{k <sup>h</sup> u <sup>33</sup> -}	[non-specific direction]

The vowels in these DIRs will be assimilated to the stem of the verb.

Some verbs take fixed combination with a prefix without specific direction of the movement.

0024. Me.

ŋu<sup>55</sup> [ŋe<sup>33</sup>/ni<sup>33</sup>].  
 I DEC

0025. Who played ball yesterday?

ji<sup>55</sup>si<sup>35</sup> pa<sup>55</sup>lo<sup>55</sup> k<sup>h</sup>u<sup>33</sup>-ts<sup>h</sup>Λ<sup>55</sup>=mi<sup>33</sup> χa<sup>55</sup>nu<sup>33</sup> ni<sup>33</sup>?  
 yesterday ball DIR play person who DEC

/ji<sup>33</sup>si<sup>55</sup>~ji<sup>33</sup>su<sup>55</sup>/ 'yesterday'; /pu<sup>33</sup>si<sup>55</sup>~pu<sup>33</sup>su<sup>55</sup>/ 'today'; /sa<sup>33</sup>si<sup>55</sup>~sa<sup>33</sup>su<sup>55</sup>/ 'tomorrow'

/pa<sup>55</sup>lo<sup>55</sup>/ 'ball' < Tib. *spo lo*

/k<sup>h</sup>u<sup>33</sup>-ts<sup>h</sup>Λ<sup>55</sup>/ 'play' has DIR {k<sup>h</sup>u<sup>33</sup>-} [non-specific direction]

0026. The students from the math class.

tsi<sup>55</sup> t̥su<sup>55</sup> k<sup>h</sup>i<sup>33</sup> zi<sup>55</sup> mi<sup>33</sup> = ya<sup>55</sup> ndzu<sup>33</sup> = nu<sup>55</sup> ni<sup>33</sup>.  
 mathematics student GNT friend (pl.) DEC

/ tsi<sup>55</sup> t̥su<sup>55</sup> / ‘mathematics’: The first syllable is derived from Tib. *rtsis*

0027. Where is your hometown?

na<sup>33</sup> = ya<sup>55</sup> p<sup>h</sup>a<sup>33</sup> ju<sup>55</sup> fi<sup>33</sup> x̥e<sup>55</sup> ni<sup>33</sup>?  
 you GNT hometown where DEC

/ p<sup>h</sup>a<sup>33</sup> ju<sup>55</sup> / ‘hometown’ < Tib. *pha yul* ‘home country’

0028. I’m from
- sDe dge*
- .

ŋu<sup>33</sup> = ya<sup>55</sup> p<sup>h</sup>a<sup>33</sup> ju<sup>55</sup> de<sup>33</sup> ge<sup>55</sup> ni<sup>33</sup>.  
 I GNT hometown *sDe dge* DEC

/ de<sup>33</sup> ge<sup>55</sup> / (place name) < Tib. *sDe dge*

0029. Is s/he from
- Dar rtse mdo*
- ?

ʔe<sup>33</sup> tsu<sup>55</sup> ta<sup>55</sup> tsũ<sup>55</sup> ndu<sup>33</sup> = pa<sup>55</sup> fi<sup>33</sup> = ŋe<sup>55</sup> ti<sup>33</sup>?  
 s/he *Dar rtse mdo* person IRG DEC

/ ta<sup>55</sup> tsũ<sup>55</sup> ndu<sup>33</sup> / (place name) < Tib. *Dar rtse mdo*

/ pa<sup>55</sup> / (sfx) < Tib. *pa* (suffix: indicating person)

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0030. No, s/he is from *dKar mdzes*.

n̄u<sup>33</sup> = ɲe<sup>55</sup> ti<sup>33</sup>. ʔe<sup>33</sup> tsu<sup>55</sup> kã<sup>33</sup> ndzi<sup>35</sup> = vu<sup>33</sup> ni<sup>33</sup>.  
 NEG DEC s/he *dKar mdzes* person DEC

/ kã<sup>33</sup> ndzi<sup>35</sup> / (place name) < Tib. *dKar mdzes*

0031. Whose child is this?

pu<sup>33</sup> ts<sup>h</sup>i<sup>55</sup> tsu<sup>33</sup> tsa<sup>55</sup> tsu<sup>33</sup> ɣa<sup>55</sup> na<sup>33</sup> ni<sup>55</sup>?  
 child small (it) whose DEC

A simple adjective comes after its modified noun. e.g. ‘small child’ as / pu<sup>33</sup> ts<sup>h</sup>i<sup>55</sup> tsu<sup>33</sup> tsa<sup>55</sup> / ‘child small’ literally. Speakers sometimes put the PCL / tsu<sup>33</sup> / ‘it’ after the adjective instead of NUM + CLS to indicate the ending of the modifier in the noun phrase.

0032. It is *Blo bzang*’s family’s (child).

ly<sup>55</sup> za<sup>33</sup> = na<sup>33</sup> ni<sup>33</sup>.  
*Blo bzang* [pl. GNT] DEC

/ ly<sup>55</sup> za<sup>33</sup> / (personal name) < Tib. *Blo bzang*

/ na<sup>33</sup> / [pl. GNT] < / nu<sup>33</sup> / (pl.) + / ya<sup>33</sup> / PCL [genitive] cf. / ɣa<sup>55</sup> na<sup>33</sup> / ‘whose’.  
 See 0003 note.

0033. How old is s/he? (For children below the age of ten)

ʔe<sup>33</sup> tsu<sup>55</sup> kwi<sup>55</sup> ɣa<sup>33</sup> tsi<sup>55</sup> ni<sup>33</sup>?  
 s/he age how-many DEC

/ ɣa<sup>33</sup> tsi<sup>55</sup> ~ ɣa<sup>33</sup> ti<sup>55</sup> / (+ CLS) ‘how many’

0034. He is ten (this year).

ʔe<sup>33</sup>tsu<sup>55</sup> kwi<sup>55</sup> fia<sup>33</sup>kø<sup>55</sup>=ki<sup>33</sup> ni<sup>33</sup>.  
 s/he age ten CLS DEC

CLS / ki<sup>33</sup> / is a measure word for counting age. Mu-nya numerals are usually used with classifiers (CLS) or measure words. The numerals from 1 to 10 with the general classifier /=lø<sup>55</sup> / are as follows: 1. / tɛ<sup>55</sup>=lø<sup>55</sup> / 2. / tɛ<sup>33</sup>=zɛ<sup>55</sup> / 3. / so<sup>55</sup>=lø<sup>55</sup> / 4. / ru<sup>55</sup>=lø<sup>55</sup> / 5. / na<sup>55</sup>=lø<sup>55</sup> / 6. / tɕi<sup>55</sup>=lø<sup>55</sup> / 7. / ni<sup>55</sup>=lø<sup>55</sup> / 8. / ɕɛ<sup>55</sup>=lø<sup>55</sup> / 9. / ŋgu<sup>55</sup>=lø<sup>55</sup> / 10. / fia<sup>33</sup>kø<sup>55</sup>=lø<sup>33</sup> /. The ‘2’ shows an irregular form, which means ‘one pair’.

0035. Are you Han-Chinese or Tibetan?

na<sup>55</sup> ka<sup>55</sup> fiɛ<sup>33</sup>=ŋɛ<sup>55</sup> ti<sup>33</sup> ru<sup>55</sup> pu<sup>33</sup>pa<sup>55</sup> ni<sup>33</sup>?  
 you Han IRG DEC or Tibetan DEC

/ pu<sup>33</sup>pa<sup>55</sup> / ‘Tibetan’ < Tib. *Bod pa*

The frame for ‘Is/Are (S) A or B?’ is expressed as (S) || A fiɛ<sup>33</sup>=ŋɛ<sup>55</sup>ti<sup>33</sup> ru<sup>55</sup> B ni<sup>33</sup>?

0036. I’m Han-Chinese.

ŋu<sup>55</sup> ka<sup>55</sup> ni<sup>33</sup>.  
 I Han DEC

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0037. Does s/he study Chinese or Tibetan?

ʔe<sup>33</sup> tsu<sup>55</sup> ɤa<sup>33</sup> yũ<sup>55</sup> ndu<sup>33</sup> k<sup>h</sup>i<sup>33</sup> zi<sup>55</sup> mi<sup>33</sup> fi<sup>33</sup> = ŋe<sup>55</sup> ti<sup>33</sup> ru<sup>55</sup>  
 s/he Han letters student IRG DEC or

pu<sup>55</sup> yũ<sup>33</sup> ndu<sup>33</sup> k<sup>h</sup>i<sup>33</sup> zi<sup>55</sup> mi<sup>33</sup> ni<sup>55</sup>?  
 Tibetan letters student DEC

The literal translation of this sentence should be ‘Is s/he (a) student studying Chinese letters or (a) student studying Tibetan letters?’

0038. S/he studies Tibetan.

ʔe<sup>33</sup> tsu<sup>55</sup> pu<sup>55</sup> yũ<sup>33</sup> ndu<sup>33</sup> k<sup>h</sup>i<sup>33</sup> zi<sup>55</sup> mi<sup>33</sup> ni<sup>33</sup>.  
 s/he Tibetan letters student DEC

The literal translation of this sentence should be ‘S/he is (a) student studying Tibetan letters.’

0039. What is the date today?

pu<sup>55</sup> si<sup>55</sup> ts<sup>h</sup>e<sup>33</sup> pa<sup>55</sup> ɣa<sup>33</sup> ti<sup>55</sup> ni<sup>33</sup>?  
 today date how-many DEC

/ ts<sup>h</sup>e<sup>33</sup> pa<sup>55</sup> / ‘date’ < Tib. *tshes pa*

0040. Today is May first.

pu<sup>55</sup>si<sup>55</sup> nda<sup>33</sup>wa<sup>55</sup> ŋa<sup>33</sup>pa<sup>55</sup> ts<sup>h</sup>e<sup>33</sup> tɕi<sup>55</sup> ni<sup>33</sup>.  
 today month five -th date one DEC

/nda<sup>33</sup>wa<sup>55</sup> / 'month' < Tib. *zla ba*  
 /ŋa<sup>33</sup>pa<sup>55</sup> / 'fifth' < Tib. *nga pa*  
 /ts<sup>h</sup>e<sup>33</sup> tɕi<sup>55</sup> / 'day first' < Tib. *tshes gcig*

Mu-nya uses the Tibetan numeral system for dates. Every month is expressed as /nda<sup>33</sup>wa<sup>55</sup> / 'month' + 1st to 12th. Tibetan numerals in Mu-nya pronunciation are as follows: 1. / tɕi<sup>55</sup> / *gcig* 2. / ni<sup>55</sup> / *gnyis* 3. / sɔ̃<sup>55</sup> / *gsum* 4. / ʒi<sup>55</sup> / *bzhi* 5. / ŋa<sup>55</sup> / *lnga* 6. / tɕu<sup>55</sup> / *drug* 7. / dɔ̃<sup>55</sup> / *bdun* 8. / dʒwe<sup>55</sup> / *brgyad* 9. / gu<sup>55</sup> / *dgu* 10. / tɕu<sup>55</sup> / *bcu* 11. / tɕu<sup>55</sup>tɕi<sup>55</sup> / *bcu gcig* 12. / tɕu<sup>55</sup>ni<sup>55</sup> / *bcu gnyis*. Tibetan ordinal numbers are made by basic numerals plus suffix /pa<sup>55</sup> / *pa*, except for the 'first': /ta<sup>33</sup>mbu<sup>55</sup> / *dang po*.

0041. What day of the week is it today?

pu<sup>55</sup>si<sup>55</sup> zɛ<sup>55</sup> ʎa<sup>33</sup>tsi<sup>55</sup> ni<sup>33</sup>?  
 today week how-many DEC

/zɛ<sup>55</sup> / 'week' < Tib. *gza'*

0042. Today is Friday.

pu<sup>55</sup>si<sup>55</sup> zɛ<sup>55</sup> pa<sup>55</sup>sã<sup>55</sup> ni<sup>33</sup>.  
 today week Friday DEC

Mu-nya uses the Tibetan system for the days of the week as follows:

/zɛ<sup>55</sup> ni<sup>55</sup>ma<sup>55</sup> / *gza'nyi ma* 'Sunday'  
 /zɛ<sup>55</sup> nda<sup>55</sup>wa<sup>55</sup> / *gza'zla ba* 'Monday'  
 /zɛ<sup>55</sup> mi<sup>55</sup>ma<sup>55</sup> / *gza'mig dmar* 'Tuesday'  
 /zɛ<sup>55</sup> la<sup>55</sup>pa<sup>55</sup> / *gza'lhag pa* 'Wednesday'  
 /zɛ<sup>55</sup> p<sup>h</sup>u<sup>55</sup>pu<sup>55</sup> / *gza'phur pu* 'Thursday'  
 /zɛ<sup>55</sup> pa<sup>55</sup>sã<sup>55</sup> / *gza'pa sangs* 'Friday'  
 /zɛ<sup>55</sup> pɛ<sup>55</sup>mbe<sup>55</sup> / *gza'spen pa* 'Saturday'

200 EXAMPLE SENTENCES IN THE MU-NYA LANGUAGE

0043. What time is it now?

tɕ<sup>h</sup>u<sup>55</sup> tɕ<sup>h</sup>u<sup>33</sup>ts<sup>h</sup>u<sup>55</sup> χa<sup>33</sup>ti<sup>55</sup> t<sup>h</sup>u<sup>33</sup>-va<sup>55</sup>=su<sup>33</sup>?  
 now hour how-many DIR pass SFX

/ tɕ<sup>h</sup>u<sup>33</sup>ts<sup>h</sup>u<sup>55</sup> / 'hour' < Tib. *chu tshod*

/ t<sup>h</sup>u<sup>33</sup>va<sup>55</sup> / '(time) pass' has DIR {t<sup>h</sup>e<sup>33</sup>-}[away from the speaker].

/ su<sup>33</sup> / is a suffix that is put after a (controllable) verb to indicate perfective.

0044. Five past ten.

tɕ<sup>h</sup>u<sup>33</sup>ts<sup>h</sup>u<sup>55</sup> fia<sup>33</sup>ku<sup>55</sup>=lɔ<sup>33</sup> ru<sup>55</sup> ka<sup>33</sup>ma<sup>55</sup> na<sup>33</sup>=lɔ<sup>53</sup> t<sup>h</sup>u<sup>33</sup>-va<sup>55</sup>  
 hour ten CLS and minute five CLS DIR pass  
 =su<sup>33</sup>.  
 SFX

/ ka<sup>33</sup>ma<sup>55</sup> / 'minute' < Tib. *skar ma*

Basic numerals from 1 to 10 with general classifier / =lɔ<sup>55</sup> /, see 0034 note.

0045. Is this folding knife sharp?

ʔe<sup>55</sup>tsu<sup>33</sup> fia<sup>33</sup>gu<sup>55</sup> ru<sup>33</sup>tɕe<sup>55</sup> ndzã<sup>33</sup>ndza<sup>55</sup> ʔa<sup>55</sup>=ti<sup>33</sup>?  
 this folding knife sharp IRG DEC

The basic structure of the modification in Mu-nya is as follows:

(Pronoun) ⇒ Noun ⇐ (Adjective) (Numeral + Classifier)

( ) shows it can be omitted.



0046. This folding knife is very sharp.

ʔe<sup>55</sup>tsu<sup>33</sup> ɸa<sup>33</sup>gu<sup>55</sup> ru<sup>33</sup>tɕe<sup>55</sup> tsu<sup>33</sup> tɕ<sup>h</sup>u<sup>33</sup>tɕ<sup>h</sup>a<sup>55</sup> ndzã<sup>33</sup>ndza<sup>55</sup> ti<sup>33</sup>.  
 this folding knife (it) very sharp DEC

Many Mu-nya adjectives are duplicated in their basic forms like / ndzã<sup>33</sup>ndza<sup>55</sup> / ‘sharp’. (Duplicated) adjectives can occur predicatively with Declaratives:

Predicate ⇒ Adjective + Declarative

Adjectives occurring in the predicate should be a duplicated mono-syllabic adj. or a poly-syllabic adj.

0047. Is your pen new?

na<sup>33</sup>=ya<sup>55</sup> nu<sup>33</sup>ku<sup>55</sup> sa<sup>55</sup>pa<sup>55</sup> ɸe<sup>33</sup>=ɲe<sup>55</sup> ti<sup>33</sup>?  
 you GNT pen new IRG DEC

/ sa<sup>55</sup>pa<sup>55</sup> / ‘new’ < Tib. *gsar pa*

0048. My pen is brand new.

na<sup>33</sup>=ya<sup>55</sup> nu<sup>33</sup>ku<sup>55</sup> sa<sup>55</sup>pa<sup>55</sup> sa<sup>55</sup>tsa<sup>53</sup> ni<sup>33</sup>  
 you GNT pen new quite DEC

0049. How are you?

na<sup>33</sup> mbu<sup>55</sup> ɸa<sup>33</sup>=pa<sup>55</sup> ɲe<sup>55</sup>?  
 you fine IRG SFX DEC

/ mbu<sup>55</sup> / [v.] ‘feel good; be comfortable’

/ pa<sup>55</sup> / is a suffix that is put after a (controllable) verb to indicate the imperfective. The vowel of this SFX agrees with the person of the subject. 2nd (sg./pl.) || V IRG =pa<sup>33</sup> ɲe<sup>55</sup> [+certain] ? But the DEC showing the evidentiality of the speaker does not agree with the person of the subject.

200 EXAMPLE SENTENCES IN THE MU-NYA LANGUAGE

0050. I'm fine.

ŋu<sup>55</sup> mbu<sup>33</sup>=po<sup>55</sup> ɲe<sup>33</sup>.  
I fine SFX DEC

The vowel of imperfective SFX / po<sup>55</sup> / agrees with person of the subject.  
1st (sg./ pl.) || V =po<sup>33</sup> ɲe<sup>55</sup> [+certain].

0051. How's *bKra shis*?

tʂa<sup>55</sup>çi<sup>33</sup> mbu<sup>55</sup> ʔa<sup>55</sup>= pi<sup>33</sup>?  
*bKra shis* fine IRG SFX

The vowel of imperfective SFX / pi<sup>33</sup> / agrees with person of the subject.  
3rd (sg./pl.) || V =pi<sup>33</sup> (ni<sup>33</sup>[-certain]).

0052. *bKra shis* is fine.

tʂa<sup>55</sup>çi<sup>33</sup> mbu<sup>55</sup> tʰa<sup>33</sup>tɕø<sup>55</sup> ni<sup>33</sup>.  
*bKra shis* fine really DEC

/ tʰa<sup>33</sup>tɕø<sup>55</sup> / 'really' < Tib. *thag chod*

0053. How is the harvest this year?

pu<sup>33</sup>vũ<sup>55</sup> lø<sup>33</sup>to<sup>55</sup> si<sup>55</sup>vũ<sup>55</sup> ɸa<sup>33</sup>= ti<sup>55</sup>?  
this year harvest good IRG DEC

/ ji<sup>33</sup>vũ<sup>55</sup> / 'last year'; / pu<sup>33</sup>vũ<sup>55</sup> / 'this year'; / sa<sup>33</sup>vũ<sup>55</sup> / 'next year'.  
/ lø<sup>33</sup>to<sup>55</sup> / 'harvest' < Tib. *lo tog* 'crops'  
/ si<sup>55</sup>vũ<sup>55</sup> / [si<sup>55</sup>vũ<sup>55</sup>]: the morph / si<sup>55</sup> / is longer than / vũ<sup>55</sup> /.

0054. The harvest is good.

pu<sup>33</sup>vu<sup>55</sup> lə<sup>33</sup>to<sup>55</sup> si<sup>55</sup>vu<sup>55</sup> ti<sup>33</sup>.  
 this year harvest good DEC

Adverbs of time such as ‘yesterday, today, tomorrow; last year, this year, next year; last time, now’, etc. should come at the head of the sentence or after the subject.

0055. Is your family okay?

tɕe<sup>33</sup>=k<sup>h</sup>u<sup>55</sup> ndzu<sup>33</sup>=ri<sup>55</sup> χa<sup>33</sup>tsu<sup>55</sup>mu<sup>33</sup> ti<sup>35</sup>?  
 house inside eat NMR how-about DEC

/ ndzu<sup>33</sup>ri<sup>55</sup> / ‘the condition of living’ < / ndzu<sup>33</sup> / ‘eat’ + / ri<sup>55</sup> / NMR = ‘eating’  
 / χa<sup>33</sup>tsu<sup>55</sup>mu<sup>33</sup> / ‘how about’ < / χa<sup>33</sup>tsu<sup>55</sup> / ‘how’ + / mu<sup>33</sup> / ‘exist’

0056. They (We)’re fine.

tɕe<sup>33</sup>=k<sup>h</sup>u<sup>55</sup> ndzu<sup>33</sup>=ri<sup>55</sup> tɕ<sup>h</sup>u<sup>33</sup>tɕ<sup>h</sup>a<sup>55</sup> si<sup>55</sup>vu<sup>55</sup> ti<sup>33</sup>.  
 house inside living very good DEC

0057. Can I write it like this?

ŋi<sup>55</sup> ɐ<sup>33</sup>mu<sup>55</sup>nu<sup>33</sup>=tsu<sup>33</sup>ku<sup>33</sup> k<sup>h</sup>u<sup>33</sup>-ri<sup>55</sup>=t<sup>h</sup>ɐ<sup>33</sup>ni<sup>55</sup> fia<sup>33</sup>=ŋa<sup>55</sup>  
 I [AGT] this way with DIR write if IRG proper

ti<sup>33</sup>?  
 DEC

/ ŋi<sup>55</sup> / ‘I’ [agentive form] < / ŋu<sup>55</sup> / ‘I’ + / ji<sup>55</sup> / PCL [agentive]

Verb/Adjective + / t<sup>h</sup>ɐ<sup>33</sup>ni<sup>55</sup> / ‘if ~’

/ ŋa<sup>55</sup> / [ŋa<sup>55</sup>~ŋæ<sup>55</sup>] ‘proper, well’ this adjective combine with DEC / ti<sup>33</sup> /. The vowel of / ŋa<sup>55</sup> / [ŋa~ŋæ] is front, distinguished from DEC / ɐ<sup>33</sup> / whose vowel is central [ɐ].

200 EXAMPLE SENTENCES IN THE MU-NYA LANGUAGE

0058. Yes, you can (write it this way).

ɐ<sup>33</sup> mu<sup>55</sup> nu<sup>33</sup> k<sup>h</sup>u<sup>33</sup>-ri<sup>55</sup> = t<sup>h</sup>ɐ<sup>33</sup> ni<sup>33</sup> ŋa<sup>33</sup> ti<sup>55</sup>.  
 this way DIR rite if proper DEC

The verb / k<sup>h</sup>u<sup>33</sup>-ri<sup>55</sup> / 'write' has DIR {k<sup>h</sup>u<sup>33</sup>-} [non-specific direction].

0059. Did I write this correctly?

ŋi<sup>55</sup> k<sup>h</sup>u<sup>33</sup>-ri<sup>55</sup> le<sup>33</sup>tō<sup>55</sup> fia<sup>33</sup> = ŋa<sup>55</sup> ti<sup>33</sup>?  
 I [AGT] DIR write way IRG proper DEC

/ le<sup>33</sup>tō<sup>55</sup> / 'way' < Tib. *las stangs*

0060. Yes!

ŋa<sup>33</sup> ti<sup>55</sup>.  
 proper DEC

0061. Did I write this word/letter/character well?

ʔe<sup>55</sup> tsu<sup>33</sup> yu<sup>33</sup> ndu<sup>55</sup> k<sup>h</sup>u<sup>33</sup>-ri<sup>55</sup> le<sup>33</sup>tō<sup>55</sup> fia<sup>33</sup> = ŋa<sup>55</sup> ti<sup>33</sup>?  
 this letter(s) DIR write way IRG proper DEC

0062. You wrote it very well.

k<sup>h</sup>u<sup>33</sup>-ri<sup>55</sup> tɕ<sup>h</sup>u<sup>33</sup> tɕ<sup>h</sup>a<sup>55</sup> t<sup>h</sup>ɐ<sup>33</sup>-ŋɐ<sup>55</sup> = su<sup>33</sup>.  
 DIR write very DIR do well SFX

/ t<sup>h</sup>ɐ<sup>33</sup>ŋɐ<sup>55</sup> / is a verb derived from adjective / ŋa<sup>55</sup> /. This verb consists of DIR {t<sup>h</sup>ɐ<sup>33</sup>-} [away from the speaker] and stem / ŋɐ<sup>55</sup> /, whose vowel is different from the corresponding adjective / ŋa<sup>55</sup> /. See 0057 note.

0063. Do you have a small knife?

ne<sup>33</sup>    fia<sup>33</sup>gu<sup>55</sup>    ru<sup>33</sup>tɕe<sup>55</sup>    fã<sup>55</sup> = ndza<sup>33</sup>    ŋɐ<sup>33</sup>?  
 you [AGT] folding    knife    IRG    have    DEC

/ ne<sup>33</sup> / ‘you’ [agentive form] < / na<sup>33</sup> / ‘you’ + / ji<sup>55</sup> / PCL [agentive]  
 / ndza<sup>33</sup> / [v] ‘have’ requires agentive PCL to the subject. And the vowel / a / agrees with the 2nd person subject. The paradigm of the verb / ndza<sup>33</sup> / ‘have’ is in appendix: Declaratives and classification of verbs.

0064. Yes, I have a knife.

ŋi<sup>55</sup>    fia<sup>33</sup>gu<sup>55</sup>    ru<sup>33</sup>tɕe<sup>55</sup>    ta<sup>33</sup> = za<sup>55</sup>    ndza<sup>35</sup>    ŋɐ<sup>33</sup>.  
 I [AGT] folding    knife    one    CLS    have    DEC

/ ru<sup>33</sup>tɕe<sup>55</sup>    ta<sup>33</sup> = za<sup>55</sup> / ‘a knife’: Noun ⇐ NUM + CLS

0065. Does s/he have a bamboo pen?

ʔɐ<sup>33</sup>tsi<sup>55</sup>    nu<sup>33</sup>ku<sup>55</sup>    fẽ<sup>33</sup> = ndzɿ<sup>55</sup>    ti<sup>33</sup>?  
 s/he [AGT] pen    IRG    have    DEC

/ nu<sup>33</sup>ku<sup>55</sup> / ‘(bamboo) pen’ < Tib. *smyu gu*  
 / ndzɿ<sup>33</sup> / ‘have’ has a different vowel / ɿ / which agrees with the 3rd person subject in this sentence. And the 3rd person subject requires DEC / ti<sup>33</sup> / [+confirm].

0066. S/he has a good bamboo pen.

ʔe<sup>33</sup>tsi<sup>55</sup> nu<sup>33</sup>ku<sup>55</sup> si<sup>33</sup>vur<sup>55</sup> ta<sup>33</sup>=za<sup>55</sup> ndzy<sup>55</sup> ti<sup>33</sup>.  
 s/he [AGT] pen good one CLS have DEC

The basic structure of modification in Mu-nya is as follows:

(Pronoun) ⇒ Noun ⇐ (Adjective) (Numeral + Classifier); ( ) shows it can be omitted. If the pronoun does not take the agentive; e.g. / ʔe<sup>33</sup>tsu<sup>55</sup> nu<sup>33</sup>ku<sup>55</sup> si<sup>33</sup>vur<sup>55</sup> ta<sup>33</sup>=za<sup>55</sup> /, then this phrase means 'this good bamboo pen' literally, / ʔe<sup>33</sup>tsu<sup>55</sup> / will be a demonstrative pronoun. But the pronoun in the above example shows the agentive form which agrees with the verb / ndzy<sup>55</sup> / 'have'; it is not a demonstrative pronoun but rather is the subject. Demonstrative pronouns never take the agentive form contrastively.

0067. How many Tibetan textbooks do you have?

ne<sup>55</sup> pu<sup>55</sup>ji<sup>55</sup> k<sup>h</sup>i<sup>33</sup>zi<sup>55</sup>=ra<sup>33</sup>=ya<sup>33</sup> yũ<sup>33</sup>ndu<sup>55</sup> xa<sup>33</sup>ti<sup>55</sup> ndza<sup>55</sup>  
 you [AGT] Tibetan study NMR GNT book how many have

ne?  
 DEC

/ pu<sup>55</sup>ji<sup>55</sup> / 'Tibetan letters' < Tib. *bod yig*

0068. I only have one Tibetan textbook.

ni<sup>55</sup> pu<sup>55</sup>ji<sup>55</sup> k<sup>h</sup>i<sup>33</sup>zi<sup>55</sup>=ra<sup>33</sup>=ya<sup>33</sup> yũ<sup>33</sup>ndu<sup>55</sup> ta<sup>55</sup>=va<sup>55</sup>  
 I [AGT] Tibetan study NMR GNT book one CLS

mu<sup>33</sup>ts<sup>h</sup>e<sup>55</sup> ni<sup>33</sup>=ndze<sup>33</sup> ne<sup>33</sup>.  
 except for NEG have DEC

/ ta<sup>55</sup>=va<sup>55</sup> mu<sup>33</sup>ts<sup>h</sup>e<sup>55</sup> / can also be expressed as / te<sup>33</sup>=lə<sup>55</sup> me<sup>33</sup>to<sup>55</sup> /  
 / ndze<sup>33</sup> / 'have': the vowel / e / agrees with the 1st person subject.

0069. How many dictionaries does s/he have?

ʔe<sup>33</sup>tsi<sup>55</sup> ts<sup>h</sup>ɪ<sup>55</sup>ndzø<sup>55</sup> yũ<sup>55</sup>ndu<sup>33</sup> χa<sup>33</sup>ti<sup>55</sup> ndzy<sup>55</sup> ti<sup>33</sup>?  
 s/he [AGT] dictionary book how many have DEC

/ ts<sup>h</sup>ɪ<sup>55</sup>ndzø<sup>55</sup> / ‘dictionary’ < Tib. *tshig mdzod*

0070. S/he only has one dictionary.

ʔe<sup>33</sup>tsi<sup>55</sup> ts<sup>h</sup>ɪ<sup>55</sup>ndzø<sup>55</sup> yũ<sup>55</sup>ndu<sup>33</sup> ta<sup>55</sup>=va<sup>55</sup> mu<sup>33</sup>ts<sup>h</sup>e<sup>55</sup>  
 s/he [AGT]dictionary book one CLS except for

ni<sup>33</sup>=ndzy<sup>55</sup> ti<sup>33</sup>.  
 NEG have DEC

/ ta<sup>55</sup>=va<sup>55</sup> mu<sup>33</sup>ts<sup>h</sup>e<sup>55</sup> / can also be expressed as / tɛ<sup>33</sup>=lø<sup>55</sup> mɛ<sup>33</sup>to<sup>55</sup> /.

0071. How many people are there in your family?

na<sup>55</sup>=ya<sup>33</sup> tɕe<sup>33</sup>=k<sup>h</sup>u<sup>55</sup> mu<sup>33</sup>ni<sup>55</sup> χa<sup>33</sup>ti<sup>55</sup> ndzu<sup>33</sup> ɲe<sup>33</sup>?  
 you GNT house inside people how many have DEC

/ tɕe<sup>33</sup> / ‘house’ also means ‘home’. / =k<sup>h</sup>u<sup>55</sup> / ‘in’ is a PCL put after nouns.

This interrogative sentence takes DEC / ɲe<sup>33</sup> / [certain statement; basically used with the 1st person subject] because this question predicts the answer from the 1st person’s point of view (i.e. the answering person’s own situation).

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0072. There are six people in my family.

ŋu<sup>55</sup>=ya<sup>33</sup> tɕe<sup>33</sup>=k<sup>h</sup>u<sup>55</sup> mu<sup>33</sup>ni<sup>55</sup> tɕ<sup>h</sup>i<sup>55</sup>=zu<sup>33</sup> ndzu<sup>33</sup> ŋe<sup>33</sup>.  
I GNT house inside people six CLS have DEC

/ =zu<sup>33</sup> / is the CLS for counting people. The expression for counting one to ten people are as follows: / tɕ<sup>33</sup>=zu<sup>55</sup> / 'one person', / nu<sup>33</sup>=zu<sup>55</sup> / 'two people', / so<sup>33</sup>=zu<sup>55</sup> / 'three people', / ru<sup>33</sup>=zu<sup>55</sup> / 'four people', / na<sup>33</sup>=zu<sup>55</sup> / 'five people', / tɕ<sup>h</sup>i<sup>33</sup>=zu<sup>55</sup> / 'six people', / ɲi<sup>33</sup>=zu<sup>55</sup> / 'seven people', / ɕe<sup>33</sup>=zu<sup>55</sup> / 'eight people', / ŋgwu<sup>33</sup>=zu<sup>55</sup> / 'nine people', / ɸa<sup>33</sup>kø<sup>55</sup>=zu<sup>33</sup> / 'ten people'.

0073. How many people are there in his/her family?

?e<sup>55</sup>tsu<sup>33</sup>=ya<sup>33</sup> tɕe<sup>33</sup>=k<sup>h</sup>u<sup>55</sup> mu<sup>33</sup>ni<sup>55</sup> ɣa<sup>33</sup>ɸi<sup>55</sup> ndzi<sup>33</sup> ni<sup>33</sup>?  
s/he GNT house inside people how many have DEC

This interrogative sentence takes DEC / ni<sup>33</sup> / [general statement] because this question is asking the 3rd person's situation.

0074. There are seven or eight people in his family.

?e<sup>55</sup>tsu<sup>33</sup>=ya<sup>33</sup> tɕe<sup>33</sup>=k<sup>h</sup>u<sup>55</sup> ɲi<sup>33</sup>=zu<sup>55</sup> ɕe<sup>33</sup>=zu<sup>55</sup> ndzi<sup>33</sup> ni<sup>33</sup>.  
s/he GNT house inside seven CLS eight CLS have DEC



0075. What do you do (are you doing) today?

pu<sup>55</sup>si<sup>55</sup> [na<sup>33</sup>χa<sup>33</sup>dzu<sup>55</sup> vu<sup>33</sup>]=ri<sup>55</sup> ndzɛ<sup>55</sup> ŋɛ<sup>33</sup>?  
 today you what do NMR have DEC.

This is a complex sentence expressed as ‘Do you have what (= anything) to do today?’ literally.

The subject does not agree with the verb / ndzɛ<sup>55</sup> / ‘have’ which requires an agentive form for the subject, but agrees with the verb / vu<sup>33</sup> / ‘do’ in the phrase / [na<sup>33</sup>χa<sup>33</sup>dzu<sup>55</sup> vu<sup>33</sup>]=ri<sup>55</sup> / ‘what (do) you do’, which does not require the agentive form.

0076. I don’t have anything to do today.

pu<sup>55</sup>si<sup>55</sup> [ŋu<sup>55</sup> ʔa<sup>33</sup>ti<sup>55</sup> vu<sup>55</sup>]=ri<sup>55</sup> ni<sup>55</sup>= ndzɛ<sup>53</sup> ŋɛ<sup>33</sup>.  
 today I any do NMR NEG have DEC.

/ ji<sup>33</sup>su<sup>55</sup> / ‘yesterday’; / pu<sup>33</sup>su<sup>55</sup> / ‘today’; / sa<sup>33</sup>su<sup>55</sup> / ‘tomorrow’. cf. ‘last year; this year; next year’ in 0053 note.

/ ʔa<sup>33</sup>ti<sup>55</sup> / [ʔa<sup>33</sup>ti<sup>55</sup>~ fia<sup>33</sup>ti<sup>55</sup>~ χa<sup>33</sup>ti<sup>55</sup>] ‘how many; what; any’. cf. 0067, 0069, 0071, 0073.

The subject does not agree with the verb / ndzɛ<sup>55</sup> / ‘have’ which requires the agentive form for the subject, but agrees with the verb / vu<sup>33</sup> / ‘do’ in the phrase / [ŋu<sup>55</sup> ʔa<sup>33</sup>ti<sup>55</sup> vu<sup>55</sup>]=ri<sup>55</sup> / ‘(that) I do anything’, which does not require the agentive form.

0077. What do you need to do now?

tɕ<sup>h</sup>u<sup>55</sup> [na<sup>55</sup> ʔa<sup>33</sup>ti<sup>55</sup> vu<sup>33</sup>]=ri<sup>55</sup> ʔɛ<sup>33</sup>= ndzɛ<sup>53</sup> ŋɛ<sup>33</sup>?  
 now you any do NMR IRG have DEC

The subject / na<sup>55</sup> / ‘you’ is not agentive and does not agree with the verb / ndzɛ<sup>53</sup> / ‘have’ in this sentence. See 0075 note.

IRG {ŋɛ<sup>33</sup>} has allophones: [fia<sup>33</sup>~ ʔɛ<sup>33</sup>], and the vowel will be assimilated to the stem of the verb.

200 EXAMPLE SENTENCES IN THE MU-NYA LANGUAGE

0078. I need to wash clothes now.

tɕ<sup>h</sup>u<sup>55</sup> [ŋu<sup>55</sup> ts<sup>h</sup>ɛ<sup>55</sup> ŋgu<sup>55</sup> na<sup>33</sup>-ko<sup>55</sup>]=ri<sup>55</sup> ndzɛ<sup>53</sup> ŋɛ<sup>33</sup>.  
 now I cloth DIR wash NMR have DEC

/ na<sup>33</sup>ko<sup>55</sup> / ‘wash’ has DIR {nɛ<sup>33</sup>-} [downward] whose vowel is assimilated to the stem.

The subject / ŋu<sup>55</sup> / ‘I’ is not agentive and does not agree with the verb / ndzɛ<sup>53</sup> / ‘have’ in this sentence. See 0075 note.

0079. Where was *bKra shis* just now?

tʂa<sup>55</sup>ɕi<sup>33</sup> tɕ<sup>h</sup>u<sup>55</sup> ɽɛ<sup>33</sup> ɣa<sup>55</sup> ndzi<sup>33</sup>?  
*bKra shis* now where exist

/ tʂa<sup>55</sup>ɕi<sup>33</sup> / (personal name) < Tib. *bKra-shis*

/ ndzi<sup>33</sup> / ‘have; exist’; the vowel agrees with the 2nd person subject: When this verb is used to express the existence of something, the evidential of the verb is [-confirm], so the speaker does not know whether the respondent has seen *bKra shis* or not in this interrogative sentence. DEC / ni<sup>33</sup> / [general statement] can be added after the verb / ndzi<sup>33</sup> /.

0080. *bKra shis* was in the classroom just now.

tʂa<sup>55</sup>ɕi<sup>33</sup> tɕ<sup>h</sup>u<sup>55</sup> [k<sup>h</sup>i<sup>33</sup>-zi<sup>55</sup>=ra<sup>33</sup> tɕɛ<sup>33</sup>]=k<sup>h</sup>u<sup>55</sup> mu<sup>33</sup>.  
*bKra shis* now DIR study NMR house inside exist

/ mu<sup>33</sup> / ‘exist’ [+confirm]: the speaker saw *bKra-shis* was in the classroom.

## 0081. Who else is in the classroom?

[k<sup>h</sup>i<sup>33</sup>-zi<sup>55</sup>=rΛ<sup>33</sup> (=ɣa<sup>33</sup>) tɕe<sup>33</sup>] =k<sup>h</sup>u<sup>55</sup> χa<sup>55</sup>nu<sup>33</sup> χa<sup>55</sup>nu<sup>33</sup> mu<sup>55</sup>?  
 DIR study NMR GNT house inside who who exist

/ mu<sup>33</sup> / ‘exist’ [+confirm]: the speaker predicts the one who will answer this question saw someone was in the classroom.

/ χa<sup>55</sup>nu<sup>33</sup> χa<sup>55</sup>nu<sup>33</sup> mu<sup>55</sup>? / ‘who were there?’ duplicated interrogative pronouns predict that there were more than one person in the classroom.

0082. Tshe ring and *Blo bzang* were.

[ts<sup>h</sup>e<sup>55</sup>ri<sup>55</sup> ru<sup>33</sup> lu<sup>55</sup>zã] =nu<sup>33</sup> mu<sup>55</sup>.  
*Tshe ring* and *Blo bzang* (pl.) exist

/ ts<sup>h</sup>e<sup>55</sup>ri<sup>55</sup> / (personal name) < Tib. *Tshe ring*

/ ly<sup>55</sup>zã<sup>33</sup> / (personal name) < Tib. *Blo bzang*

## 0083. What is on the platform?

[nu<sup>33</sup>-ɕΛ<sup>55</sup>=rΛ<sup>33</sup>=ɣa<sup>33</sup> tɕ<sup>h</sup>u<sup>55</sup>]=pu<sup>55</sup> χa<sup>33</sup>dzu<sup>55</sup> ru<sup>33</sup>-tɕu<sup>55</sup>=su<sup>33</sup>?  
 DIR speak NMR GNT podium on what DIR put SFX

The verb / nu<sup>33</sup>-ɕΛ<sup>55</sup> / ‘speak’ has DIR / nu<sup>33</sup> / < {nɐ<sup>33</sup>-}[downward].

The verb / ru<sup>33</sup>-tɕu<sup>55</sup> / ‘put’ has DIR / ru<sup>33</sup> / < {ru<sup>33</sup>-}[rounding], but this pfx does not express real direction of the action, but takes habitual combination in this case.

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0084. There are books and chalk.

yũ<sup>55</sup>ndu<sup>33</sup> ru<sup>33</sup> sa<sup>33</sup>nu<sup>33</sup> ru<sup>33</sup>-tɕu<sup>55</sup>=su<sup>33</sup>.  
 book and chalk DIR put SFX

/ sa<sup>33</sup>nu<sup>33</sup> / 'chalk' < Tib. *sa smyug*

SFX / su<sup>33</sup> / is put after a verb and means the verb has done and remaining its result.

The paradigm of SFX is in appendix: Declaratives and classification of verbs.

0085. What are those people doing?

tʰi<sup>33</sup>pʰe<sup>55</sup> mu<sup>33</sup>ni<sup>55</sup>=nu<sup>55</sup> ɣa<sup>33</sup>dzu<sup>55</sup> vu<sup>33</sup>=pi<sup>33</sup>?  
 there people (pl.) what do SFX

/ tʰi<sup>33</sup>pʰe<sup>55</sup> / 'that side; there', which is distinct from / ɐ<sup>33</sup>pʰe<sup>55</sup> / 'this side; here'.

The suffix / pi<sup>33</sup> / is put after a verb which means the verb has not done, and often expresses the action is in progress.

0086. They are all buying books.

me<sup>33</sup>me<sup>55</sup> tsu<sup>33</sup>=ji<sup>35</sup> yũ<sup>55</sup>ndu<sup>33</sup> kʰe<sup>33</sup>-tʰe<sup>55</sup>=pi<sup>35</sup>.  
 everybody AGT book DIR buy SFX

The verb / kʰe<sup>33</sup>-tʰe<sup>55</sup> / 'buy' has DIR {kʰu<sup>33</sup>-} [non-specific direction], the vowel is assimilated to the stem. This prefix does not express real direction of the action, but takes habitual combination with the stem in this case.

0087. What kinds of books are for sale?

yũ<sup>55</sup>ndu<sup>33</sup> χa<sup>33</sup>dzu<sup>55</sup> χa<sup>33</sup>dzu<sup>55</sup> t<sup>h</sup>i<sup>55</sup>-ji<sup>55</sup>=ri<sup>33</sup> mu<sup>55</sup>?  
 book what what DIR sell NMR exist

The duplication of the interrogative pronouns such as / χa<sup>33</sup>dzu<sup>55</sup> χa<sup>33</sup>dzu<sup>55</sup> / ‘what (and) what’ predicate the answer will include more than one thing.  
 The verb / t<sup>h</sup>i<sup>33</sup>-ji<sup>55</sup> / [t<sup>h</sup>i<sup>33</sup>-ji<sup>55</sup> ~ t<sup>h</sup>ə<sup>33</sup>-jə<sup>55</sup> ~ t<sup>h</sup>Y<sup>33</sup>-jY<sup>55</sup>] ‘sell’ has DIR / t<sup>h</sup>i<sup>33</sup>- / < {t<sup>h</sup>e<sup>33</sup>-} [away from the speaker], the vowel of pfx is assimilated to the stem.

0088. There are all kinds of books for sale.

yũ<sup>55</sup>ndu<sup>33</sup> χa<sup>33</sup>dzu<sup>55</sup> kə<sup>33</sup>ŋe<sup>55</sup> t<sup>h</sup>i<sup>55</sup>-ji<sup>55</sup>=ri<sup>33</sup> mu<sup>55</sup>.  
 book what kind DIR sell NMR exist

Interrogative pronouns are also used as indefinite pronouns with other words:  
 / χa<sup>33</sup>dzu<sup>55</sup> / ‘what’ > / χa<sup>33</sup>dzu<sup>55</sup> kə<sup>33</sup>ŋe<sup>55</sup> / ‘what kind’ = ‘whatever; anything’

0089. What’s your name?

(a) na<sup>33</sup>=le<sup>55</sup> mi<sup>55</sup> χa<sup>33</sup>dzu<sup>55</sup> mi<sup>33</sup> ni<sup>55</sup>?  
 you DAT name what name DEC

(b) na<sup>33</sup>=le<sup>55</sup> mi<sup>55</sup> χa<sup>33</sup>dzu<sup>55</sup> tu<sup>33</sup>-pi<sup>55</sup> ni<sup>33</sup>?  
 you DAT name what DIR call DEC

It is unnatural to use genitive PCL /=ya<sup>33</sup> / instead of dative PCL /=le<sup>55</sup> / in these sentences.

The verb / tu<sup>33</sup>-pi<sup>55</sup> / ‘call’ has DIR / tu<sup>33</sup>- / [upward].

200 EXAMPLE SENTENCES IN THE MU-NYA LANGUAGE

0090. My name is *Tshe ring*.

ŋu<sup>55</sup>=le<sup>33</sup> mi<sup>55</sup> ts<sup>h</sup>e<sup>55</sup>ri<sup>33</sup> tu<sup>33</sup>-pi<sup>55</sup> ni<sup>33</sup>.  
I            DAT    name *Tshe ring*    DIR    call    DEC

/ ts<sup>h</sup>e<sup>55</sup>ri<sup>55</sup> / (personal name) < Tib. *Tshe ring*

0091. What's his/her name?

ʔe<sup>33</sup>tsu<sup>55</sup>=le<sup>33</sup> mi<sup>55</sup> χa<sup>33</sup>dzu<sup>55</sup> tu<sup>33</sup>-pi<sup>55</sup> ni<sup>33</sup>?  
s/he            DAT    name what            DIR    call    DEC

0092. His name is *Don grub*.

ʔe<sup>33</sup>tsu<sup>55</sup>=le<sup>33</sup> t̃o<sup>33</sup>ndzu<sup>55</sup> tu<sup>33</sup>-pi<sup>55</sup> ni<sup>33</sup>.  
s/he            DAT    *Don grub*    DIR    call    DEC

/ t̃o<sup>33</sup>ndzu<sup>55</sup> / (personal name) < Tib. *Don grub*

0093. Where are you going?

na<sup>55</sup> ʔe<sup>33</sup>χa<sup>55</sup> t<sup>h</sup>a<sup>33</sup>-nda<sup>55</sup> ni<sup>33</sup>?  
you    where            DIR    go            DEC

The interrogative pronoun 'where' has some word forms:

/ ʔe<sup>33</sup>χa<sup>55</sup> / ~ / ʔe<sup>33</sup>χa<sup>55</sup>t̃e<sup>h</sup>e<sup>33</sup> / ~ / χa<sup>33</sup>t̃e<sup>h</sup>e<sup>55</sup> /.

The verb / t<sup>h</sup>a<sup>33</sup>-nda<sup>55</sup> / 'go' has DIR {t<sup>h</sup>e<sup>33</sup>-} [away from the speaker]. This verb mainly focuses on the starting point where the speaker is, and seeing the answerer is going to leave there and go somewhere else.

0094. I'm going over there.

ŋu<sup>55</sup> tʰi<sup>33</sup> p<sup>h</sup>e<sup>53</sup> tʰa<sup>33</sup>-ndø<sup>35</sup> ŋe<sup>33</sup>.  
 I over there DIR go DEC

/ tʰi<sup>33</sup> p<sup>h</sup>e<sup>55</sup> / 'that side; there', often used to indicate the opposite bank. This word is distinct from / e<sup>33</sup> p<sup>h</sup>e<sup>55</sup> / 'this side; here'.

0095. What are you going to do?

na<sup>55</sup> [χa<sup>33</sup> dzu<sup>55</sup> vu<sup>33</sup>] =re<sup>55</sup> xu<sup>33</sup> =pa<sup>55</sup> ŋe<sup>33</sup>?  
 you what do to go SFX DEC

'go to do (sth.)' is expressed as / V =re<sup>55</sup> xu<sup>33</sup> (=po<sup>55</sup>) /. This frame is used for the imperfect aspect. cf. 0099 note.

PCL / re<sup>55</sup> / means 'in order to; for the purpose of'.

0096. I'm going to borrow (a) book(s).

ŋu<sup>55</sup> yũ<sup>33</sup> ndu<sup>55</sup> kʰu<sup>33</sup> -ŋu<sup>55</sup> =re<sup>33</sup> xu<sup>33</sup> =po<sup>55</sup> ŋe<sup>33</sup>.  
 I book DIR borrow to go SFX DEC

The verbs for 'borrow' and 'lend' share the same stem but distinct by different DIRes. / kʰu<sup>33</sup> -ŋu<sup>55</sup> / 'borrow' has DIR {kʰu<sup>33</sup> -} [non-specific direction]; / tʰe<sup>33</sup> -ŋu<sup>55</sup> / 'lend' has DIR {tʰe<sup>33</sup> -} [away from the speaker] respectively.

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0097. Where did s/he go?

ʔe<sup>55</sup>tsu<sup>33</sup> χa<sup>33</sup>tɕ<sup>h</sup>e<sup>55</sup> ra<sup>33</sup>=su<sup>55</sup> ni<sup>33</sup>?  
s/he where gone SFX DEC

The interrogative pronoun 'where' has some word forms: see 0093 note.

The verb / rɛ<sup>33</sup> / (imperfect) 'come to' means 'to arrive at or reach a place', mainly focuses on the arriving point. The destination word comes to the preceding position of the verb as a direct object without PCL. This verb is directionless, and does not combine with directional prefixes. The vowel is pronounced as / rɑ<sup>33</sup> / in perfect aspect when the action has done, distinct from PCL / =rɛ<sup>33</sup> / 'in order to': see 0099 note.

0098. S/he went out (to town).

ʔe<sup>55</sup>tsu<sup>33</sup> ts<sup>h</sup>o<sup>33</sup>ts<sup>h</sup>e<sup>55</sup>=k<sup>h</sup>u<sup>53</sup> ra<sup>33</sup>=su<sup>55</sup> ni<sup>33</sup>.  
s/he market place inside gone SFX DEC

/ ts<sup>h</sup>o<sup>33</sup>ts<sup>h</sup>Λ<sup>55</sup> / 'market place' < Tib. *tshong khrom*

0099. What did s/he go to do?

ʔe<sup>55</sup>tsu<sup>33</sup> [χa<sup>33</sup>dzu<sup>55</sup> vu<sup>33</sup>]=rɛ<sup>55</sup> ra<sup>33</sup>=su<sup>55</sup> ni<sup>33</sup>?  
s/he what do to gone SFX DEC

'(have) gone to do (sth.)' is expressed as / V =rɛ<sup>55</sup> rɑ<sup>33</sup> (=su<sup>55</sup>) /. This frame is used for the perfect aspect. cf. 0095 note.

PCL / rɛ<sup>55</sup> / means 'in order to; for the purpose of'.

0100. S/he went to buy some stuff.

ʔe<sup>55</sup>tsu<sup>33</sup> tɕa<sup>55</sup>k<sup>h</sup>a<sup>55</sup> q<sup>h</sup>u<sup>33</sup>-tu<sup>55</sup>=rɛ<sup>33</sup> ra<sup>33</sup>=su<sup>55</sup> ni<sup>33</sup>.  
s/he stuff DIR buy to gone SFX DEC

/ tɕa<sup>55</sup>k<sup>h</sup>a<sup>55</sup> / 'stuff' < Tib. *ca kha* (Khams dialect)



0101. Do you want to go to the library?

na<sup>55</sup> pẽ<sup>55</sup>ndzø<sup>55</sup>k<sup>h</sup>ã<sup>55</sup>=k<sup>h</sup>u<sup>33</sup> xur<sup>33</sup>=pa<sup>55</sup> fa<sup>33</sup>=ŋɐ?  
 you library inside go SFX IRG DEC

/ pẽ<sup>55</sup>ndzø<sup>55</sup>k<sup>h</sup>ã<sup>55</sup> / 'library' < Tib. *dpe mdzod khang*

0102. Yes, I want to go and read the
- dKar mdzes*
- newspaper.

ŋɐ<sup>33</sup>. ŋur<sup>55</sup> kã<sup>33</sup>ndze<sup>55</sup> sã<sup>33</sup>ndzũ<sup>55</sup> k<sup>h</sup>ur<sup>33</sup>-tɕã<sup>55</sup>ri<sup>33</sup>=rɐ<sup>33</sup> xur<sup>33</sup>  
 DEC I *dKar mdzes* news paper DIR read to go  
 =po<sup>55</sup>ŋɐ<sup>33</sup>.  
 SFX DEC

/ kã<sup>33</sup>ndze<sup>55</sup> / (place name) < Tib. *dKar mdzes*  
 / sã<sup>33</sup>ndzũ<sup>55</sup> / 'news' < Tib. *gsar 'gyur*

0103. Shall we both (dual) go together?

je<sup>33</sup>ni<sup>55</sup>nur<sup>33</sup> ta<sup>33</sup>la<sup>55</sup> xe<sup>55</sup> ʔa<sup>55</sup>=ri<sup>33</sup>?  
 we [inclusive] together go IRG MOD

The personal pronoun 'we' distinguishes exclusive/inclusive of the listener or audience as follows:

exclusive / ŋur<sup>33</sup>nur<sup>55</sup> / 'we' / ŋur<sup>33</sup>ni<sup>55</sup>nur<sup>33</sup> / 'we two' [dual]

inclusive / je<sup>33</sup>nur<sup>55</sup> / 'we (with you)' / je<sup>33</sup>ni<sup>55</sup>nur<sup>33</sup> / 'you and I' [dual]

/ ri<sup>33</sup> / 'let's ~; shall we ~', is a modal verb? Function and usage of this word is unidentified, it is necessary further investigation.

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0104. Okay! Let's both go together.

ri! / ɲe<sup>33</sup> ti<sup>55</sup>! je<sup>33</sup> ni<sup>55</sup> nu<sup>33</sup> ta<sup>33</sup> la<sup>55</sup> (t<sup>h</sup>Λ<sup>33</sup>-)xu<sup>55</sup> xi<sup>35</sup>.  
MOD / DEC we [inclusive] together DIR go MOD

/ xi<sup>33</sup> / 'need to; will' is a Modal put after other verbs.

0105. Did s/he go to see his teacher?

ɽe<sup>55</sup> tsu<sup>33</sup> ge<sup>33</sup> ge<sup>55</sup> =ke<sup>33</sup> ra<sup>33</sup> =su<sup>55</sup> ʔa<sup>33</sup> = ɲe<sup>55</sup> ti<sup>35</sup>?  
s/he teacher place gone SFX IRG DEC

/ ge<sup>33</sup> ge<sup>55</sup> / 'teacher' < Tib. *dge rgen*  
sb + / ke<sup>33</sup> / 'place' means 'somebody's place'.

0106. Yes, s/he did.

ra<sup>33</sup> =su<sup>55</sup> ni<sup>35</sup>.  
gone SFX DEC

0107. Where are you from?

na<sup>55</sup> ʔe<sup>33</sup> xa<sup>55</sup> tce<sup>33</sup> =tsu<sup>33</sup> ku<sup>33</sup> re<sup>33</sup> =pe<sup>55</sup> ni<sup>33</sup>?  
you where from come SFX DEC

Asking or explaining someone's home town as 'Where are you from?' 'I am from ...', Mu-nya expresses / re<sup>33</sup> / 'come' plus imperfect (including progressive/condition) SFX {po<sup>55</sup>} with DEC / ni<sup>33</sup> / [general statement]. It is worthy of note that the perfect SFX {su<sup>33</sup>} cannot be used instead of {po<sup>55</sup>} in this sentence.

0108. I am from
- Li thang*
- .

ŋu<sup>55</sup> li<sup>33</sup>t<sup>h</sup>ã<sup>55</sup>=tsu<sup>33</sup>ku<sup>33</sup> re<sup>33</sup>=po<sup>55</sup> ni<sup>33</sup>.  
 I        *Li thang*    from        come SFX    DEC

/ li<sup>33</sup>t<sup>h</sup>ã<sup>55</sup> / (place name) < Tib. *Li thang*

0109. Where is s/he from?

(a) ʔe<sup>33</sup>tsu<sup>55</sup> ʧa<sup>33</sup>ti<sup>55</sup>=tsu<sup>33</sup>ku<sup>33</sup> re<sup>33</sup>=pi<sup>55</sup> ni<sup>33</sup>?  
       s/he        what        from        come SFX    DEC

(b) ʔe<sup>33</sup>tsu<sup>55</sup> fia<sup>33</sup>ʧa<sup>55</sup>=le<sup>33</sup> re<sup>33</sup>=pi<sup>55</sup> ni<sup>33</sup>?  
       s/he        where        from come SFX    DEC

The vowel alternation in imperfect SFX {po<sup>55</sup>} agrees with the person of subject is as follows:

/ ŋu<sup>55</sup> (1st) || V =po ni./; / na<sup>55</sup> (2nd) || V =pə ni./; / e<sup>55</sup>tsu<sup>33</sup> (3rd) || V =pi ni./  
 cf. 0133 note. Also see appendix: Declaratives and classification of verbs.

0110. S/he is from
- Chab mdo*
- .

ʔe<sup>33</sup>tsu<sup>55</sup> tɕ<sup>h</sup>ã<sup>33</sup>ndu<sup>55</sup> [=tsu<sup>33</sup>ku<sup>33</sup> / =le<sup>33</sup>(ku<sup>55</sup>)] ra<sup>33</sup>=pi<sup>55</sup> ni<sup>33</sup>.  
 s/he        *Chab mdo*        from        come SFX    DEC

/ tɕ<sup>h</sup>ã<sup>33</sup>ndu<sup>55</sup> / (place name) < Tib. *Chab mdo*.

0111. When did you go?

na<sup>55</sup> zu<sup>33</sup>mu<sup>55</sup> ʧa<sup>33</sup>ti<sup>55</sup> xu<sup>33</sup>?  
 you    date        what        go

0112. I went yesterday.

ɲu<sup>55</sup> ji<sup>55</sup>su<sup>55</sup> xu<sup>55</sup> ɲe<sup>33</sup>.  
 I yesterday go DEC

/ji<sup>55</sup>su<sup>55</sup> / [ji<sup>55</sup>su<sup>55</sup>] : the morph /ji<sup>55</sup>/ is longer than /su<sup>55</sup>/.

0113. Did you both come together?

na<sup>33</sup>ni<sup>55</sup>nu<sup>33</sup> ta<sup>33</sup>la<sup>55</sup> ra<sup>33</sup>=se<sup>55</sup> ʔa<sup>33</sup>= ɲe<sup>55</sup> ti<sup>33</sup>?  
 you two (pl.) together come SFX IRG DEC

The dual forms of personal pronouns are as follows: /ɲu<sup>33</sup>ni<sup>55</sup>nu<sup>33</sup> / 'we two' [dual]; /je<sup>33</sup>ni<sup>55</sup>nu<sup>33</sup> / 'you and I' [dual]; /na<sup>33</sup>ni<sup>55</sup>nu<sup>33</sup> / 'you two' [dual]; /ʔe<sup>33</sup>ni<sup>55</sup>nu<sup>33</sup> / 'they two' [dual]. Also see 0103 note.

0114. No! I came alone.

ɲu<sup>33</sup>= ɲe<sup>55</sup> ti<sup>33</sup>. [ɲu<sup>55</sup> / ɲe<sup>55</sup>] tɿ<sup>55</sup>=zu<sup>55</sup> je<sup>33</sup> ʔø<sup>55</sup> ra<sup>33</sup> ɲe<sup>55</sup>.  
 NEG DEC I / [AGT] one CLS myself come DEC

The subject can also be pronounced [ɲe<sup>55</sup>] in this sentence. It might be an allophone of the agentive form /ɲi<sup>55</sup> / < /ɲu<sup>55</sup> + ji<sup>33</sup> /.

0115. How long ago has it been since you came?

na<sup>55</sup> ra<sup>55</sup>=tsu<sup>33</sup>ku<sup>33</sup> ʎa<sup>33</sup>ti<sup>55</sup> si<sup>33</sup> va<sup>55</sup> ra<sup>35</sup>?  
 you come since how many day do DEC

/ra<sup>33</sup> / is a Declarative only used in perfect aspect and expresses evidential [+realize]. But /ra<sup>33</sup> / is different from other Declaratives, must come after a verb and cannot use isolated without a verb. This DEC /ra<sup>33</sup> / must be derived from the verb 'come'.

0116. I came many days ago.

ŋu<sup>55</sup> ra<sup>55</sup> =tsu<sup>33</sup> ku<sup>33</sup> si<sup>33</sup> tɕ<sup>h</sup>e<sup>55</sup> ka<sup>33</sup>ji<sup>55</sup> t<sup>h</sup>u<sup>33</sup>-va<sup>55</sup> ra<sup>33</sup>.  
 I come since day number many DIR do DEC

The verb / t<sup>h</sup>u<sup>33</sup>-va<sup>55</sup> / ‘do’ has DIR {t<sup>h</sup>u<sup>33</sup>-} [away from the speaker].

0117. How many people came with you?

[na<sup>55</sup> =tɕ<sup>h</sup>i<sup>55</sup> ta<sup>33</sup>la<sup>55</sup> ra<sup>33</sup>] =mi<sup>55</sup> mu<sup>33</sup>ni<sup>55</sup> χa<sup>33</sup>ti<sup>55</sup> =zu<sup>33</sup> ndzɯ<sup>33</sup>  
 you with together come NMR person how many CLS exist

ŋe<sup>35</sup>?  
 DEC

The subject phrase in this sentence is / [na<sup>55</sup> =tɕ<sup>h</sup>i<sup>55</sup> ta<sup>33</sup>la<sup>55</sup> ra<sup>33</sup>] =mi<sup>55</sup> / ‘the person who came with you’. / sb =tɕ<sup>h</sup>i<sup>55</sup> ta<sup>33</sup>la<sup>55</sup> / ‘together with sb’.

0118. Five or six people.

mu<sup>33</sup>ni<sup>55</sup> ŋa<sup>33</sup> / tɕ<sup>h</sup>i<sup>55</sup> =zu<sup>33</sup> ti<sup>55</sup> ndzɯ<sup>55</sup> ŋe<sup>33</sup>.  
 person five six CLS about exist DEC

/ ti<sup>55</sup> / ‘about’ comes after CLS and expresses ‘round (numbers)’, this word might be derived from CLS / ti<sup>55</sup> / in / χa<sup>33</sup>ti<sup>55</sup> / ‘how many’.

0119. Are you planning to go to *Dar rtse mdo*?

na<sup>55</sup> ta<sup>55</sup> tsũ<sup>55</sup> ndu<sup>33</sup> ne<sup>33</sup>-xu<sup>55</sup> xi<sup>33</sup> sũ<sup>55</sup>=pa<sup>55</sup> ʔa<sup>33</sup>= ɲe<sup>55</sup>?  
 you *Dar rtse mdo* DIR go MOD think SFX IRG DEC

/ ta<sup>55</sup> tsũ<sup>55</sup> ndu<sup>33</sup> / (place name) < Tib. *Dar rtse mdo*  
 / ne<sup>33</sup>-xu<sup>55</sup> / 'go down to' has DIR {ne<sup>33</sup>-} [down].  
 / xi<sup>33</sup> / is a Modal put after a verb to express 'need to; will'.  
 / sũ<sup>55</sup>=pa<sup>55</sup> ʔa<sup>33</sup>= ɲe<sup>55</sup>? / 'are you thinking?' SFX {po} [imperfect] appears as / pa /  
 in the 2nd person subject interrogative sentence. cf. below. Also see 0109 note.

0120. No, I'm not planning to go.

ɲu<sup>55</sup> xu<sup>33</sup> xi<sup>55</sup> sũ<sup>55</sup>=po<sup>33</sup> ɲu<sup>55</sup>= ɲe<sup>33</sup>.  
 I go MOD think SFX NEG DEC

0121. Do you want to go watch a movie?

na<sup>55</sup> tiæ<sup>33</sup> ʃi<sup>55</sup> k<sup>h</sup>u<sup>33</sup>-ja<sup>55</sup>=re<sup>33</sup> xu<sup>33</sup> xi<sup>55</sup> sã<sup>55</sup>=pa<sup>55</sup> ɦe<sup>33</sup>= ɲe<sup>55</sup>?  
 you movie DIR watch to go MOD think SFX IRG DEC

/ tiæ<sup>33</sup> ʃi<sup>55</sup> / 'movie' < Chn. diányǐng  
 The verb / k<sup>h</sup>u<sup>33</sup>-ja<sup>55</sup> / 'watch' has DIR {k<sup>h</sup>u<sup>33</sup>-} [non-specific direction].

0122. Yes, I want to.

xu<sup>33</sup> xi<sup>55</sup> sã<sup>55</sup>=pa<sup>55</sup> ɲe<sup>33</sup>.  
 go MOD think SFX DEC

SFX {po} [imperfect] should appear as / po<sup>55</sup> / in the 1st person subject sentence,  
 but speakers also use the allophone / pa<sup>55</sup> / which appeared in the previous 2nd  
 person subject interrogative sentence.

0123. Will s/he come to our school?

ʔe<sup>33</sup>tsu<sup>55</sup> ja<sup>33</sup>na<sup>55</sup> la<sup>33</sup>tʂa<sup>55</sup>=k<sup>h</sup>u<sup>33</sup> re<sup>33</sup> =pi<sup>55</sup> ʔe<sup>33</sup>= ɲe<sup>55</sup> ti<sup>33</sup>?  
 s/he our [GNT] school inside come SFX IRG DEC

/ja<sup>33</sup>na<sup>55</sup>/ ‘our’ is the genitive form which derived from /ja<sup>33</sup>nu<sup>55</sup>/ ‘we’ [inclusive] + /ya<sup>33</sup>/ PCL [genitive].

/la<sup>33</sup>tʂa<sup>55</sup>/ [la<sup>33</sup>tʂa<sup>55</sup> ~ le<sup>33</sup>tʂe<sup>55</sup>] ‘school’ < Tib. *slob grwa*

0124. Yes, s/he will.

re<sup>33</sup>=pi<sup>55</sup> ni<sup>33</sup>.  
 come SFX DEC

0125. What are you going to do? (What do you want to do?)

ne<sup>33</sup>=ji<sup>55</sup> ʎa<sup>33</sup>dzur<sup>55</sup> vu<sup>33</sup>=pa<sup>55</sup> [ɲe<sup>35</sup> / ni<sup>35</sup>]?  
 you AGT what do SFX DEC

‘going to do sth’ is expressed as /S=ji<sup>55</sup>|| (sth) V{=pe<sup>55</sup>} DEC / in Mu-nya.  
 cf. 0075 ‘have sth to do’

0126. I’m going to wash clothes.

ɲi<sup>55</sup> tsẽ<sup>55</sup>ɲgu<sup>55</sup> na<sup>33</sup>-ko<sup>55</sup>=po<sup>33</sup> ɲe<sup>55</sup>.  
 I [AGT] cloth DIR wash SFX DEC

cf. 0078. ‘have sth to do’

0127. What is s/he going to do?

ʔe<sup>33</sup>tsi<sup>55</sup> ʎa<sup>33</sup>dzur<sup>55</sup> vu<sup>33</sup>=pi<sup>55</sup> ni<sup>35</sup>?  
 s/he [AGT] what do SFX DEC

0128. S/he is going to wash clothes, too.

ʔe<sup>33</sup>tsi<sup>55</sup> nu<sup>55</sup> tsẽ<sup>55</sup>ŋgu<sup>55</sup> na<sup>33</sup>-ko<sup>55</sup>=pi<sup>33</sup> ni<sup>55</sup>.  
 s/he [AGT] also cloth DIR wash SFX DEC

0129. What are you doing?

na<sup>55</sup>=ji<sup>33</sup> xa<sup>33</sup>dzu<sup>55</sup> vu<sup>33</sup>=pa<sup>55</sup> ni<sup>35</sup>?  
 you AGT what do SFX DEC

0130. I'm writing a letter.

ŋi<sup>55</sup> yũ<sup>55</sup>ndu<sup>33</sup> k<sup>h</sup>u<sup>33</sup>-ri<sup>55</sup>=po<sup>33</sup> ni.  
 I [AGT] letter DIR write SFX DEC

The verb /k<sup>h</sup>u<sup>33</sup>-ri<sup>55</sup>/ 'write' has DIR {k<sup>h</sup>u<sup>33</sup>-} [non-specific direction].

The verb phrase: Verb {=po<sup>55</sup>} is used in imperfect aspect including present and future. However, there is an intention to distinguish between 'present or future: having intention of doing' and 'progress' by combination with Declaratives. In the 1st person subject sentence, /ŋu<sup>55</sup> || V =po<sup>55</sup> ŋe<sup>33</sup>./ means 'having intention of doing', whereas /ŋu<sup>55</sup> || V =po<sup>55</sup> ni<sup>33</sup>./ means 'in progress'; cf. 0126.

0131. What are they doing?

ʔe<sup>33</sup> ni<sup>55</sup> xa<sup>33</sup>dzu<sup>55</sup> vu<sup>33</sup>=pi<sup>55</sup> ni<sup>35</sup>?  
 they [AGT] what do SFX DEC

/ʔe<sup>33</sup>ni<sup>55</sup>/ is the agentive form which is derived from /ʔe<sup>33</sup>nu<sup>55</sup>/ 'they' + PCL /ji<sup>33</sup>/ [agentive].

The 3rd person subject sentence with /V =pi<sup>55</sup> ni<sup>33</sup>./ means 'in progress'.



0132. They are studying.

ʔe<sup>33</sup>ni<sup>55</sup> k<sup>h</sup>i<sup>33</sup>-zi<sup>55</sup>=pi<sup>55</sup> ni<sup>33</sup>.  
 they [AGT] DIR study SFX DEC

The verb / k<sup>h</sup>i<sup>33</sup>-zi<sup>55</sup> / ‘study’ has DIR {k<sup>h</sup>u<sup>33</sup>-} [non-specific direction].

0133. What did you do?

na<sup>55</sup>=ji<sup>33</sup> ʔa<sup>33</sup>dzu<sup>55</sup> t<sup>h</sup>e<sup>33</sup>-vu<sup>55</sup>=sy<sup>55</sup> ni<sup>35</sup>?  
 you AGT what DIR do SFX DEC

The vowel alternation in perfect SFX {su<sup>55</sup>} agrees with the person of subject as follows:

/ ɲi<sup>55</sup> (1st. AGT) || V =sø<sup>55</sup> ni<sup>33</sup>. /; / ne<sup>55</sup> (2nd. AGT) || V =sy<sup>55</sup> ni<sup>33</sup>. /; / e<sup>33</sup>tsi<sup>55</sup> (3rd. AGT) || V =su<sup>55</sup> ni<sup>33</sup>. / cf. 0109 note. These are evidentially general statements and require agentive subjects.

0134. I wrote a letter.

ŋi<sup>55</sup> yũ<sup>55</sup>ndu<sup>33</sup> ta<sup>33</sup>=za<sup>55</sup> k<sup>h</sup>u<sup>33</sup>-ri<sup>55</sup>=sø<sup>33</sup> ni<sup>33</sup>.  
 I [AGT] letter one CLS DIR write SFX DEC

The verb / k<sup>h</sup>u<sup>33</sup>-ri<sup>55</sup> / ‘write’ has DIR {k<sup>h</sup>u<sup>33</sup>-} [non-specific direction].

0135. What did they do?

ʔe<sup>33</sup>ni<sup>55</sup> ʔa<sup>33</sup>dzu<sup>55</sup> t<sup>h</sup>u<sup>33</sup>-vu<sup>55</sup>=su<sup>33</sup> ni<sup>35</sup>?  
 they [AGT] what DIR do SFX DEC

The verb / t<sup>h</sup>u<sup>33</sup>-vu<sup>55</sup> / has DIR / t<sup>h</sup>u<sup>33</sup>-/ derived from {t<sup>h</sup>e<sup>33</sup>-} [away from the speaker], but the vowel of pfx shows something strange, which might agree with the plural subject (?)

0136. They danced Tibetan dances.

ʔe<sup>33</sup>ni<sup>55</sup> ts<sup>h</sup>e<sup>33</sup>la<sup>55</sup> ro<sup>33</sup>-zu<sup>55</sup>=su<sup>33</sup> ni<sup>33</sup>.  
they [AGT] Tibetan dance DIR dance SFX DEC

The verb / ro<sup>33</sup>-zu<sup>55</sup> / ‘dance’ has DIR {ru<sup>33</sup>-} [rounding].

0137. What did *bKra shis* give you?

tʂa<sup>33</sup>ʕi<sup>55</sup>=ji<sup>35</sup> na<sup>33</sup>=le<sup>55</sup> ʎa<sup>33</sup>dzu<sup>55</sup> t<sup>h</sup>a<sup>33</sup>-k<sup>h</sup>e<sup>55</sup> ra<sup>33</sup>?  
*bKra shis* AGT you DAT what DIR give DEC

‘give sb sth’ or ‘give sth to sb’ is expressed as / S =ji<sup>33</sup> [AGT] || sb =le<sup>33</sup> sth [=φ] t<sup>h</sup>e<sup>33</sup>-k<sup>h</sup>e<sup>55</sup> DEC / in Mu-nya. The subject takes the agentive form. The verb / t<sup>h</sup>a<sup>33</sup>-k<sup>h</sup>e<sup>55</sup> / ‘give’ has DIR {t<sup>h</sup>e<sup>33</sup>-} [away from the speaker].

0138. He gave me a book.

ʔe<sup>33</sup>tsi<sup>55</sup> ŋu<sup>33</sup>=le<sup>55</sup> yũ<sup>55</sup>ndu<sup>33</sup> ta<sup>33</sup>=lø<sup>55</sup> t<sup>h</sup>a<sup>33</sup>-k<sup>h</sup>e<sup>55</sup> ra<sup>33</sup>.  
he [AGT] I DAT book one CLS DIR give DEC

DEC / ra<sup>33</sup> / is different from other Declaratives, always used with verb and not used independently, which means ‘have happened sth to (the speaker)’ with evidential [+realize] or [+discover].

0139. Who is the teacher talking to?

ge<sup>33</sup>ge<sup>55</sup>=ji<sup>33</sup> ʎa<sup>55</sup>nu<sup>33</sup>=le<sup>33</sup> ke<sup>33</sup>tʂa<sup>55</sup> tu<sup>33</sup>-ʕe<sup>55</sup>=pi<sup>33</sup> ni<sup>33</sup>?  
teacher AGT who DAT words DIR talk SFX DEC

The verb / tu<sup>33</sup>-ʕe<sup>55</sup> / ‘speak; talk’ has DIR {tu<sup>33</sup>-} [up].

0140. He is talking to
- Blo bzang*
- .

ly<sup>55</sup>za<sup>33</sup>=le<sup>33</sup> ke<sup>33</sup>tɕa<sup>55</sup> tu<sup>33</sup>-ɕe<sup>55</sup>=pi<sup>33</sup> ni<sup>33</sup>.  
*Blo bzang* DAT words DIR talk SFX DEC

/ke<sup>33</sup>tɕa<sup>55</sup>/ ‘words; speech’ < Tib. *skad cha*

‘speak sth to sb’ takes the same syntactic frame as ‘give sth to sb’: /S = ji<sup>33</sup> [AGT] ||  
 sb =le<sup>33</sup> sth [- φ] tu<sup>33</sup>-ɕe<sup>55</sup> DEC /. cf. 0137, 0138.

0141. Could you help me?

na<sup>33</sup>=ji<sup>55</sup> ŋu<sup>33</sup>=ya<sup>55</sup> ta<sup>55</sup>yo<sup>55</sup> k<sup>h</sup>u<sup>33</sup>-tɕu<sup>55</sup> fia<sup>33</sup>=t<sup>h</sup>e<sup>55</sup>?  
 you AGT I GNT assistance DIR help IRG MOD

‘do sth for sb’ is expressed as ‘do sb’s sth’ in Mu-nya and the subject takes the agentive form.

The dative marker / =le<sup>33</sup> / cannot be used in place of the genitive marker / =ya<sup>33</sup> / in this construction.

/t<sup>h</sup>e<sup>55</sup>/ ‘do’ is a Modal which means ‘be able to (do)’ or ‘be willing to (do)’.

0142. Of course I’ll help you.

ŋi<sup>55</sup> na<sup>33</sup>=ya<sup>55</sup> q<sup>h</sup>o<sup>55</sup>-ko<sup>55</sup> lə<sup>33</sup> t<sup>h</sup>e<sup>33</sup>.  
 I [AGT] you GNT DIR help CLS MOD

/lə<sup>33</sup>/ is a general measure word, but it means ‘once’ or ‘a bit’ here.

The verb / q<sup>h</sup>o<sup>55</sup>-ko<sup>55</sup> / ‘help’ has an allomorph of DIR {k<sup>h</sup>u-} [non-specific direction].

200 EXAMPLE SENTENCES IN THE MU-NYA LANGUAGE

0143. What do you need to help?

na<sup>33</sup>=ya<sup>55</sup> xa<sup>33</sup>dzu<sup>55</sup> q<sup>h</sup>o<sup>55</sup>-ko<sup>55</sup> xi<sup>33</sup> ti<sup>35</sup>?  
 you GNT what DIR help MOD DEC

‘help sb to do sth’ is expressed as ‘do sb’s help’ in Mu-nya and takes syntactic frame as / S =ji<sup>33</sup> [AGT] || sb =ya<sup>33</sup> q<sup>h</sup>o<sup>55</sup>-ko<sup>55</sup> (MOD) DEC /.  
 / xi<sup>33</sup> / ‘need’ is a Modal that means ‘need to (do)’ after other verbs. cf. 0104, 0119 notes.

0144. Please explain this to me.

ŋu<sup>55</sup>=le<sup>33</sup> ndze<sup>33</sup>pa<sup>55</sup> ta<sup>55</sup>=ra<sup>33</sup> tu<sup>33</sup>-ɕe<sup>55</sup> ve<sup>33</sup>.  
 I DAT explanation one time DIR speak MOD

/ ndze<sup>33</sup>pa<sup>55</sup> / ‘explanation’ < Tib. *’grel pa*  
 / S (2nd) || (sth) V ve<sup>33</sup> / expresses ‘request sb to do (sth)’.  
 / ve<sup>33</sup> / is a Modal, which is derived from the verb / vu<sup>33</sup> / ‘do’, the vowel agrees with the omitted 2nd person subject in this sentence.

0145. I’ll tell you one more time, all right?

ŋi<sup>55</sup> tɕ<sup>h</sup>u<sup>33</sup>nu<sup>55</sup> na<sup>33</sup>=le<sup>55</sup> ta<sup>33</sup>=ra<sup>55</sup> tu<sup>33</sup>-ɕe<sup>55</sup> fia<sup>55</sup>= ti<sup>33</sup>?  
 I [AGT] again you DAT one time DIR speak IRG DEC

/ tu<sup>33</sup>-/ in the verb / tu<sup>33</sup>-ɕe<sup>55</sup> / ‘speak’ is an allophone of DIR {tu<sup>33</sup>-} [up]. cf. 0135.  
 Also see 0139.

0146. Okay! Please tell me once more.

fi<sup>55</sup> ja<sup>35</sup>. tɕ<sup>h</sup>u<sup>33</sup>nu<sup>55</sup> ta<sup>33</sup>=ra<sup>55</sup> tu<sup>33</sup>-ɕe<sup>55</sup> ve<sup>33</sup>.  
 Oh, yes. again one time DIR speak MOD

0147. What are you going to do in the conference room?

na<sup>33</sup>na<sup>55</sup> [q<sup>h</sup>ũ<sup>55</sup>-ts<sup>h</sup>o<sup>53</sup>=re<sup>33</sup>=ya<sup>33</sup> tɕe<sup>33</sup>] =k<sup>h</sup>u<sup>55</sup> ɣa<sup>33</sup>dzu<sup>55</sup>vũ<sup>33</sup>  
 you [pl. GNT] DIR gather NMR GNT house inside what do

=ri<sup>33</sup> ndũ<sup>33</sup> ti<sup>55</sup>?  
 NMR exist DEC

/ na<sup>33</sup>na<sup>55</sup> / ‘your’ [genitive] < / na<sup>33</sup>nu<sup>55</sup> / ‘you’(pl.) + / ya<sup>33</sup> / PCL [genitive].  
 ‘plan to do’ is expressed as / S =ya<sup>55</sup> || V =ri<sup>33</sup> ndũ<sup>55</sup> DEC. / ‘sb’s doing exist’ literally in Mu-nya. cf. 0075–0078. ‘have sth to do’  
 / q<sup>h</sup>ũ<sup>55</sup>-ts<sup>h</sup>o<sup>53</sup>=re<sup>33</sup>=ya<sup>33</sup> tɕe<sup>33</sup> / ‘house/room for meeting’ > ‘conference room’  
 / q<sup>h</sup>ũ<sup>55</sup>-ts<sup>h</sup>o<sup>53</sup> / may consist of DIR {k<sup>h</sup>ũ-} [non-specific direction] + / ts<sup>h</sup>o<sup>55</sup> / ‘gathering’ < Tib. *tshogs*

0148. We want to have a party.

ŋũ<sup>33</sup> nu<sup>55</sup> xu<sup>55</sup> tɿ<sup>33</sup>ts<sup>h</sup>o<sup>55</sup> q<sup>h</sup>ũ<sup>33</sup>-tɕ<sup>h</sup>i<sup>55</sup> =pe<sup>33</sup> ŋe<sup>33</sup>.  
 we (pl.) night meeting DIR hold SFX DEC

The verb / q<sup>h</sup>ũ<sup>33</sup>-tɕ<sup>h</sup>i<sup>55</sup> / has DIR / q<sup>h</sup>ũ<sup>33</sup>-/ derived from {k<sup>h</sup>ũ<sup>33</sup>-} [non-specific direction].

0149. What are they doing in the classroom?

?e<sup>33</sup> ni<sup>55</sup> [k<sup>h</sup>i<sup>33</sup>-zi<sup>55</sup>=re<sup>33</sup> tɕe<sup>33</sup>] =k<sup>h</sup>u<sup>55</sup> ɣa<sup>33</sup> t<sup>h</sup>e<sup>55</sup>=pi<sup>35</sup>?  
 they [pl. AGT] study NMR house in what do DEC

/ ?e<sup>33</sup> ni<sup>55</sup> / ‘they’ [agentive] < / ?e<sup>33</sup>nu<sup>55</sup> / ‘they’(pl.) + / ji<sup>55</sup> / PCL [agentive].  
 / t<sup>h</sup>e<sup>55</sup> / ‘do’ has the nuance of ‘(be intending to) do’. See 0141 note.

0150. They are singing in the classroom.

ʔe<sup>33</sup>ni<sup>55</sup> [k<sup>h</sup>i<sup>33</sup>-zi<sup>55</sup>=re<sup>33</sup>tɕe<sup>33</sup>] =k<sup>h</sup>u<sup>55</sup> lu<sup>55</sup> tu<sup>33</sup>-vu<sup>55</sup>=pi<sup>33</sup>.  
 they [pl. AGT] DIR study NMR house in song DIR do DEC

/tu<sup>33</sup>-vu<sup>55</sup>/ ‘do (up)’ has DIR {tu<sup>33</sup>-} [up], the phrase /lu<sup>55</sup>/ ‘song’ + /tu<sup>33</sup>-vu<sup>55</sup>/ means ‘sing (a) song(s)’ here.

0151. Has dawn come?

mu<sup>55</sup> to<sup>33</sup>-sa<sup>55</sup> ʔe<sup>55</sup> = ra<sup>33</sup> ?  
 sky DIR break IRG DEC

/to<sup>33</sup>-sa<sup>55</sup>/ ‘break’ contains an allomorph of the DIR {tu<sup>33</sup>-} [up].

0152. Yes, dawn has come.

mu<sup>55</sup> to<sup>33</sup>-sa<sup>55</sup> ra<sup>33</sup>.  
 sky DIR break DEC

DEC /ra<sup>33</sup>/ is always used with verb, and means ‘have happened sth to (the speaker)’ with evidential [+realize] or [+discover]. Therefore /ra<sup>33</sup>/ is used for describing any natural phenomena have appeared.

0153. Did the bell ring?

tʂi<sup>55</sup>bu<sup>55</sup> tō<sup>33</sup>-nda<sup>55</sup> ʔe<sup>55</sup> = ra<sup>33</sup> ?  
 bell DIR ring IRG DEC

/tʂi<sup>55</sup>bu<sup>55</sup>/ ‘bell’ < Tib. *dril bu*.

/tō<sup>33</sup>-nda<sup>55</sup>/ ‘ring’ contains an allomorph of DIR {tu<sup>33</sup>-} [up].

0154. Not yet. (It hasn't rung yet.)

tɕ<sup>h</sup>u<sup>33</sup> nu<sup>55</sup> tu<sup>33</sup>- ma<sup>33</sup>= nda<sup>55</sup> ra<sup>33</sup>.  
 now also DIR NEG ring DEC

Negatives come between pfx and stem of the verb as / tɔ̃<sup>33</sup>-nda<sup>55</sup> / 'rang' ⇒ / tu<sup>33</sup>-ma<sup>33</sup>=nda<sup>55</sup> / 'have not rung'.

0155. Did you wash your face? (Have you washed your face?)

na<sup>33</sup>=ji<sup>55</sup> ko<sup>33</sup>je<sup>55</sup> ne<sup>33</sup>-ko<sup>55</sup> t<sup>h</sup>a<sup>33</sup>-da<sup>55</sup> ʔe<sup>55</sup>= ra<sup>33</sup>?  
 you AGT face DIR wash DIR finish IRG DEC

/ t<sup>h</sup>a<sup>33</sup>da<sup>55</sup> / 'finish' comes after a verb without PCL and requires the agentive form of the subject. This verb contains an allomorph of DIR {t<sup>h</sup>e<sup>33</sup>-} [away from the speaker], and the vowel in the stem agrees with the 2nd person subject.

0156. Yes, I did. (Yes, I have washed my face.)

ŋi<sup>55</sup> ko<sup>33</sup>je<sup>55</sup> ne<sup>33</sup>-ko<sup>55</sup> t<sup>h</sup>e<sup>33</sup>-dø<sup>55</sup>.  
 I [AGT] face DIR wash DIR finish

'finish doing' is expressed as / S =ji<sup>55</sup> [AGT] || V t<sup>h</sup>Λ<sup>33</sup>-dø<sup>55</sup> (ra<sup>33</sup>) /.  
 The vowel of / t<sup>h</sup>Λ<sup>33</sup>-dø<sup>55</sup> / agrees to the person of the subject, (1st) / t<sup>h</sup>Λ<sup>33</sup>-dø<sup>55</sup> / ;  
 (2nd) / t<sup>h</sup>a<sup>33</sup>-da<sup>55</sup> / ; (3rd) / t<sup>h</sup>a<sup>33</sup>-di<sup>55</sup> /.

0157. Have they finished eating?

ʔe<sup>33</sup> ni<sup>55</sup> ndzu<sup>55</sup> fã<sup>33</sup>-ndzu<sup>55</sup> t<sup>h</sup>a<sup>33</sup>-di<sup>55</sup> ʔe<sup>33</sup>= ra<sup>33</sup>?  
 they [AGT] meal DIR eat DIR finish IRG DEC

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0158. Yes, they have finished eating.

fiã<sup>33</sup>-ndzu<sup>55</sup> t<sup>h</sup>a<sup>33</sup>-di<sup>55</sup> ra<sup>33</sup>.  
DIR eat DIR finish DEC

0159. Did you see *bKra shis*?

na<sup>33</sup>=ji<sup>35</sup> tsa<sup>55</sup>çi<sup>55</sup> ʔa<sup>55</sup>= ta<sup>33</sup>?  
you AGT *bKra shis* IRG see

0160. No, I didn't see (him).

me<sup>33</sup>= tɔ<sup>55</sup>.  
NEG see

0161. Do you remember that?

tɔ<sup>55</sup>-nda<sup>55</sup>=tsu<sup>33</sup> na<sup>33</sup>=ji<sup>55</sup> ŋgu<sup>33</sup>-ɕa<sup>55</sup> [ʔa<sup>55</sup>= pi<sup>33</sup> / ʔe<sup>55</sup>= su<sup>33</sup>  
situation (the) you AGT DIR remember IRG SFX IRG SFX  
/ ʔe<sup>55</sup>= ra<sup>33</sup>]?  
IRG DEC

The verb / ŋgu<sup>33</sup>-ɕa<sup>55</sup> / has DIR {ŋgu<sup>33</sup>-} [towards the speaker].

The distribution of Suffixes and Declaratives by aspect and tense is as follows:

/ ŋgu <sup>33</sup> -ɕa <sup>55</sup> ʔa <sup>55</sup> = pi <sup>33</sup> ? /	imperfect / present
/ ŋgu <sup>33</sup> -ɕa <sup>55</sup> ʔe <sup>55</sup> = su <sup>33</sup> ? /	perfect / past
/ ŋgu <sup>33</sup> -ɕa <sup>55</sup> ʔe <sup>55</sup> = ra <sup>33</sup> ? /	perfect / present [+realize]



0162. I remember now.

ŋgɯ<sup>33</sup>-ɕʌ<sup>55</sup>=pi<sup>33</sup>. imperfect / present

ŋgɯ<sup>33</sup>-ɕʌ<sup>55</sup>=su<sup>33</sup>. perfect / past

ŋgɯ<sup>33</sup>-ɕʌ<sup>55</sup> rɑ<sup>33</sup>. perfect / present [ + realize]

0163. Did you study Written Tibetan? (Have you studied Written Tibetan?)

na<sup>33</sup>=ji<sup>55</sup> pu<sup>55</sup> yũ<sup>33</sup> ndu<sup>55</sup> kʰi<sup>33</sup>-zi<sup>55</sup> ʌ̃<sup>55</sup>=nda<sup>53</sup> [ni<sup>33</sup> / ɲe<sup>33</sup>]?  
 you AGT Tibetan letters DIR study IRG have DEC

V + / nda<sup>53</sup> / 'have experience in doing'.

0164. I didn't study (haven't studied) Written Tibetan.

ŋi<sup>55</sup> pu<sup>55</sup> yũ<sup>33</sup> ndu<sup>55</sup> kʰi<sup>33</sup>-zi<sup>55</sup> mō̃<sup>55</sup>=nda<sup>53</sup> (ɲe<sup>33</sup>).  
 I [AGT] Tibetan letters DIR study NEG have DEC

DEC / ni<sup>33</sup> / cannot be used in this sentence answering own experience.

0165. Has s/he studied Written Tibetan (before)?

ʔe<sup>33</sup> tsi<sup>55</sup> pu<sup>55</sup> yũ<sup>33</sup> ndu<sup>55</sup> kʰi<sup>33</sup>-zi<sup>55</sup> ʌ̃<sup>55</sup>=nda<sup>53</sup> ni<sup>33</sup>?  
 s/he [AGT] Tibetan letters DIR study IRG have DEC

0166. Yes, s/he has studied Written Tibetan.

ʔe<sup>33</sup> tsi<sup>55</sup> pu<sup>55</sup> yũ<sup>33</sup> ndu<sup>55</sup> kʰi<sup>33</sup>-zi<sup>55</sup> nda<sup>35</sup> ni<sup>33</sup>.  
 s/he [AGT] Tibetan letters DIR study have DEC

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0167. Can you speak Tibetan?

na<sup>33</sup>=ji<sup>55</sup> pu<sup>55</sup>sũ<sup>55</sup> ʔu<sup>33</sup>=na<sup>55</sup> ɲe<sup>33</sup>?  
 you AGT Tibetan IRG know DEC

/ pu<sup>55</sup>sũ<sup>55</sup> / ‘Tibetan (language)’ < Tib. *bod gsung*

The word for ‘know; understand’ has vowel alternation according to person of the subject: (1st) / ɲe<sup>55</sup> /; (2nd) / na<sup>55</sup> /; (3rd) / ɲi<sup>55</sup> / and requires agentive form to the subject.

‘sb know sth’ is expressed as / S =ji<sup>33</sup> [AGT] || sth [=φ] ɲe<sup>55</sup>~na<sup>55</sup>~ɲi<sup>55</sup> DEC /.

0168. I only know a few Tibetan sentences.

ɲi<sup>55</sup> pu<sup>55</sup>sũ<sup>55</sup> dɿ<sup>33</sup>nu<sup>55</sup>ts<sup>h</sup>i<sup>33</sup> me<sup>33</sup>to<sup>55</sup> ɲu<sup>33</sup>= ɲe<sup>55</sup> ɲe<sup>33</sup>.  
 I [AGT] Tibetan a few except for NEG know DEC

DEC / ɲi<sup>33</sup> / cannot be used in answer sentence to state own condition, knowledge, ability, etc.

/ me<sup>33</sup>to<sup>55</sup> / ‘except for’ < Tib. *ma togs*

0169. Does s/he know (understand) Tibetan?

ʔe<sup>33</sup>tsi<sup>55</sup> pu<sup>55</sup>sũ<sup>55</sup> ʔu<sup>33</sup>= ɲi<sup>55</sup> ɲi<sup>33</sup>?  
 s/he [AGT] Tibetan IRG know DEC

0170. His Tibetan is very good.

ʔe<sup>33</sup>tsi<sup>55</sup> pu<sup>55</sup>sũ<sup>55</sup> ja<sup>55</sup> t<sup>h</sup>ɿ<sup>33</sup>tɕ<sup>h</sup>ø<sup>55</sup> ɲi<sup>55</sup> ɲi<sup>33</sup>.  
 s/he [AGT] Tibetan good exactly know DEC

/ ja<sup>55</sup> / ‘good’ < Tib. *yag po*

/ t<sup>h</sup>ɿ<sup>33</sup>tɕ<sup>h</sup>ø<sup>55</sup> / ‘exactly, definitely’ < Tib. *thag chod*

0171. Did you see (Have you seen)
- Lha mo*
- ?

na<sup>33</sup>=ji<sup>55</sup> la<sup>55</sup>mu<sup>33</sup> ʔa<sup>55</sup>= ta<sup>33</sup>?  
 you AGT *Lha mo* IRG see

/ la<sup>55</sup>mu<sup>33</sup> / (personal name) < Tib. *Lha mo*

The agentive marking {=ji<sup>55</sup>} on the subject indicates an assumption that the action mentioned in this sentence has happened.

0172. No, I haven't seen her.

ŋi<sup>55</sup> e<sup>33</sup>tsu<sup>55</sup> ma<sup>55</sup>= tɕ<sup>33</sup>.  
 I [AGT] her NEG see

NEG / ma<sup>55</sup> / is used in perfect aspect (with agentive marking {=ji<sup>55</sup>} on the subject), expressing that the action has not happened. Another NEG / ɲu<sup>55</sup> / is used in imperfect aspect (without agentive marking {=ji<sup>55</sup>} on the subject), expressing the action has not happened or the speaker is denying doing it.

cf. / ŋu<sup>55</sup> e<sup>33</sup>tsu<sup>55</sup> ɲu<sup>55</sup>= tɕ<sup>33</sup>. / 'I do not see her.'

0173. Are you going out to the market now?

(a) na<sup>33</sup> tɕ<sup>h</sup>u<sup>55</sup> tɕ<sup>h</sup>ɛ<sup>55</sup>=k<sup>h</sup>u<sup>55</sup> xu<sup>33</sup>=pa<sup>55</sup> ʔe<sup>55</sup>= ɲe<sup>33</sup>?  
 you now market in go SFX IRG DEC

The verb / xu<sup>33</sup> / 'go' mainly focuses on the purpose of the action. Therefore this verb has a nuance of 'go (somewhere to do sth)'.

/ tɕ<sup>h</sup>ɛ<sup>55</sup> / 'market' < Tib. *khrom*

(b) na<sup>33</sup> tɕ<sup>h</sup>u<sup>55</sup> tɕ<sup>h</sup>ɛ<sup>55</sup>=k<sup>h</sup>u<sup>55</sup> na<sup>33</sup>-nda<sup>55</sup> ʔe<sup>55</sup>= ɲe<sup>33</sup>?  
 you now market in DIR go IRG DEC

/ na<sup>33</sup>-nda<sup>55</sup> / means 'go down to', including DIR {nɛ<sup>33</sup>-} [down], mainly focuses the starting point where the speaker is. Therefore this verb has a nuance of '(leave here to) go somewhere'. See 0093 note.

0174. No, I'm not going out now.

(a)  $\eta u^{33}$   $t\phi^h u^{55}$   $t\phi^h \tilde{e}^{55} = k^h u^{55}$   $xu^{55}$   $n u^{33} = p\tilde{e}^{53}$   $\eta e^{33}$ .  
 I now market in go NEG SFX DEC

(b)  $\eta u^{33}$   $t\phi^h u^{55}$   $t\phi^h \tilde{e}^{55} = k^h u^{55}$   $m\Lambda^{33} = nd\emptyset^{55}$ .  
 I now market in NEG go

0175. Where did *bKra shis* and the others go?

$t\phi a^{55}$   $\phi i^{33}$   $\eta e^{33}$   $n u^{55}$   $\chi e^{55}$   $t^h \Lambda^{33}$   $-ra^{33}?$   
*bKra shis* they where DIR gone

/  $t^h \Lambda^{33}$   $-ra^{33}$  / ' (has) gone' contains DIR {  $t^h e^{33}$  - } [away from the speaker], and mainly focuses on the arriving point. Therefore this verb has a nuance of 'to arrive at or reach a place'. See 0097 note.

0176. They went to the playground.

$\eta e^{33}$   $n u^{55}$   $p\tilde{a}^{55} = pu^{33}$   $t^h \tilde{e}^{33}$   $-nt\phi^h e^{53} = re^{33}$   $ra^{33}$ .  
 they plain on DIR picnic to gone

/  $p\tilde{a}^{55}$  / 'plain' < Tib. *spang*

/  $t^h \tilde{e}^{33}$   $-nt\phi^h e^{53}$  / 'picnic (v)' contains DIR {  $t^h e^{33}$  - } [away from the speaker].

0177. I wonder if they've arrived there (yet).

$t\phi^h u^{55}$   $\eta e^{33}$   $n u^{55}$   $w\tilde{e}^{55}$   $k^h e^{33}$   $k^h u^{33}$   $-t\phi a^{53} = su^{33}$   $\eta a^{33} = ndu^{55}?$   
 now they that place DIR arrive SFX IRG exist

/  $k^h u^{33}$   $-t\phi a^{53}$  / 'arrive' contains DIR {  $k^h u^{33}$  - } [non-specific direction].

0178. By now they have probably gotten there.

tɕ<sup>h</sup>u<sup>55</sup> k<sup>h</sup>u<sup>33</sup> -tɕa<sup>53</sup>=su<sup>33</sup> ndu<sup>55</sup>.  
 now DIR arrive SFX exist

0179. Did you (pl.) go to the playground?

na<sup>33</sup>nu<sup>55</sup> pã<sup>55</sup>=pu<sup>33</sup> t<sup>h</sup>ẽ<sup>33</sup>-ntɕ<sup>h</sup>ẽ<sup>53</sup>=rẽ<sup>33</sup> xu<sup>33</sup>=su<sup>55</sup> ʔa<sup>33</sup>=ŋẽ<sup>55</sup> ti<sup>33</sup> ?  
 you (pl.) plain on DIR picnic to go SFX IRG DEC

NMR / rẽ<sup>33</sup> / means ‘in order to’, so ‘go to do sth’ is expressed as / (sth) V =rẽ<sup>33</sup> xu<sup>33</sup> / in Mu-nya.

0180. Yes, we went up the mountain to have a picnic.

ŋẽ<sup>35</sup>. ŋu<sup>33</sup>nu<sup>55</sup> ndɛ<sup>33</sup>q<sup>h</sup>a<sup>55</sup> t<sup>h</sup>ẽ<sup>33</sup>-ntɕ<sup>h</sup>ẽ<sup>53</sup>=rẽ<sup>33</sup> tu<sup>33</sup>-xe<sup>55</sup> ŋẽ<sup>33</sup>.  
 Dec we (pl.) mountain top DIR picnic to DIR go DEC

/ tu<sup>33</sup>-xe<sup>55</sup> / ‘went (up)’ contains a DIR {tu<sup>33</sup>-} [up].

0181. Did you go somewhere far away?

[na<sup>33</sup>na<sup>55</sup> xuu<sup>33</sup>] =re<sup>55</sup> q<sup>h</sup>a<sup>55</sup>ra<sup>33</sup> ʔa<sup>33</sup> = ti<sup>33</sup>?  
 you [pl. GNT] go NMR far away IRG DEC

NP: / [na<sup>33</sup>na<sup>55</sup> xuu<sup>33</sup>] =re<sup>55</sup> / ‘(the place) where you went’ is the subject of this sentence.

It is impossible to use \*/ ʔa<sup>33</sup> = ɲe<sup>55</sup> ti<sup>33</sup>? / in this sentence, if use it instead of / ʔa<sup>33</sup> = ti<sup>53</sup>? /, then it will be asking about the place the listener plans to go. Compare below.

Are you going somewhere far away?

[na<sup>33</sup>na<sup>55</sup> xuu<sup>33</sup>] =re<sup>55</sup> q<sup>h</sup>a<sup>55</sup>ra<sup>33</sup> ʔa<sup>33</sup> = ɲe<sup>55</sup> ti<sup>33</sup>?  
 you [pl. GNT] go NMR far away IRG DEC

0182. Not very far.

q<sup>h</sup>a<sup>55</sup>ra<sup>33</sup> = pa<sup>33</sup> me<sup>33</sup> = ti<sup>55</sup>. ([+realize]: the speaker had been there)  
 far away so NEG DEC

q<sup>h</sup>a<sup>55</sup>ra<sup>33</sup> = pa<sup>33</sup> nu<sup>33</sup> = ɲe<sup>55</sup>. ([+confirm]: the speaker has not been there)  
 far away so NEG DEC

The partial negation is expressed as / Adj =pa NEG DEC /. NEG / me<sup>33</sup> =/ (negation for perfect aspect) + DEC / ti<sup>55</sup> / (evidential [+realize]) expresses ‘It was not so far away. (The speaker had been there.)’; NEG / nu<sup>33</sup> =/ (negation for imperfect aspect) + DEC / ɲe<sup>55</sup> / (evidential [+confirm]) expresses ‘It is not so far away. (The speaker has not been there, so answered depending on his knowledge)’.

0183. What time did you get up this morning?

pu<sup>33</sup>si<sup>55</sup> ne<sup>33</sup>ne<sup>55</sup> na<sup>55</sup> xa<sup>33</sup>ts<sup>h</sup>i<sup>55</sup> = pu<sup>33</sup> tuu<sup>33</sup>-re<sup>55</sup>?  
 today morning you when on DIR get up

/ tuu<sup>33</sup>-re<sup>55</sup> / ‘get up’ contains DIR {tuu<sup>33</sup>-}[up].

0184. We got up at six (in the morning).

pu<sup>33</sup>si<sup>55</sup> ne<sup>33</sup>ne<sup>55</sup> tɕ<sup>h</sup>u<sup>33</sup>ts<sup>h</sup>u<sup>55</sup> tʂu<sup>55</sup>pa<sup>55</sup>=pu<sup>33</sup>tu<sup>33</sup>-ru<sup>55</sup> ɲe<sup>33</sup>.  
 today morning o'clock six-th on DIR get up DEC

/ pu<sup>33</sup>si<sup>55</sup> ne<sup>33</sup>ne<sup>55</sup> / 'this morning' cf. / pu<sup>33</sup>xu<sup>55</sup> / 'this evening'  
 / sa<sup>33</sup>si<sup>55</sup> ne<sup>33</sup>ne<sup>55</sup> / 'tomorrow morning' / cf. / sa<sup>33</sup>xu<sup>55</sup> / 'tomorrow evening'  
 / tɕ<sup>h</sup>u<sup>33</sup>ts<sup>h</sup>u<sup>55</sup> tʂu<sup>55</sup>pa<sup>55</sup> / 'six o'clock' < Tib. *chu tshod drug pa*  
 See notes in 0034 and 0040.

0185. What time did you get to the mountain?

tɕ<sup>h</sup>u<sup>33</sup>ts<sup>h</sup>u<sup>55</sup> ɣa<sup>33</sup>ti<sup>55</sup>=pu<sup>33</sup> ndɕ<sup>33</sup>q<sup>h</sup>ʌ<sup>53</sup> tɕ<sup>33</sup>-tʂɐ<sup>55</sup> ra<sup>35</sup>?  
 o'clock how many on hilltop DIR arrive DEC

/ tɕ<sup>33</sup>-tʂɐ<sup>55</sup> / 'arrive' contains DIR {tu<sup>33</sup>-}[up]. cf. 0177 note.

0186. We got to the mountain at nine.

tɕ<sup>h</sup>u<sup>33</sup>ts<sup>h</sup>u<sup>55</sup> ɲgɐ<sup>33</sup>=lɐ<sup>55</sup>=pu<sup>33</sup> ndɕ<sup>33</sup>q<sup>h</sup>ʌ<sup>53</sup> tɕ<sup>33</sup>-tʂɐ<sup>35</sup>.  
 o'clock nine CLS on hilltop DIR arrive

/ ɲgɐ<sup>33</sup>lɐ<sup>55</sup> / 'ninth' = / gu<sup>33</sup>pa<sup>55</sup> / < Tib. *dgu pa* See notes in 0034 and 0040.

0187. Did many people go for a picnic today?

pu<sup>33</sup>si<sup>55</sup> [t<sup>h</sup>ɛ<sup>33</sup>-ntɕ<sup>h</sup>ɐ<sup>53</sup> xu<sup>33</sup>] =mi<sup>55</sup> mu<sup>33</sup>ni<sup>55</sup> ka<sup>33</sup>ji<sup>53</sup> ʔɐ<sup>55</sup> = ti<sup>33</sup>?  
 today DIR picnic go NMR person many IRG DEC

This is the sentential predicate construction. The main subject of this sentence  
 / [t<sup>h</sup>ɛ<sup>33</sup>-ntɕ<sup>h</sup>ɐ<sup>53</sup> xu<sup>33</sup>] =mi<sup>55</sup> / 'the person who went picnic' is actually the topic of  
 the statement or conversation.

0188. Lots of people went for a picnic.

[t<sup>h</sup>ɛ<sup>33</sup>-ntɕ<sup>h</sup>ɛ<sup>53</sup> xu<sup>33</sup>] = mi<sup>55</sup> mu<sup>33</sup> ni<sup>55</sup> ka<sup>33</sup> ji<sup>53</sup> ti<sup>33</sup>.  
 DIR picnic go NMR person many DEC

/ ka<sup>33</sup> ji<sup>55</sup> / ‘many, much’ ⇔ / ni<sup>33</sup> ni<sup>55</sup> / ‘few, little’

DEC / ti<sup>33</sup> / represents the evidential [+confirm], which expresses the speaker went to picnic and saw many people attended.

0189. Did you have fun today?

pu<sup>33</sup> si<sup>55</sup> tɕi<sup>33</sup> pu<sup>55</sup> ʔɛ<sup>55</sup> = ra<sup>33</sup>?  
 today pleasant IRG DEC

/ tɕi<sup>33</sup> pu<sup>55</sup> / ‘pleasant’ < Tib. *skyid po*

0190. Yes, I had a good time!

tɕi<sup>33</sup> pu<sup>55</sup> ra<sup>33</sup>.  
 pleasant DEC

DEC / ra<sup>33</sup> / represents the evidential [+realize], which is used with uncontrollable verb or adjective expresses some condition or emotion have occurred to oneself. Also see 0115 note.

0191. Are you tired?

na<sup>33</sup> nu<sup>55</sup> fi<sup>55</sup>-ɕɛ<sup>33</sup> fi<sup>55</sup> = ra<sup>33</sup>?  
 you (pl.) DIR tired IRG DEC

/ fi<sup>55</sup>-ɕɛ<sup>33</sup> / ‘tired [v.]’ contains DIR {fi<sup>33</sup>-} [go downstream].



0192. No, I'm not tired

fi<sup>33</sup>- mɛ<sup>55</sup>= ɕe<sup>33</sup> rɑ<sup>33</sup>.

DIR NEG tired DEC

The NEG / mɛ<sup>55</sup>=/ comes into the position after DIR before stem as / fi<sup>33</sup>-mɛ<sup>55</sup>= ɕe<sup>33</sup> /.

0193. Did it rain (when you were) on the mountain?

ndə<sup>33</sup> q<sup>h</sup>ɑ<sup>55</sup> ʔu<sup>33</sup> tɕe<sup>55</sup> nɑ<sup>33</sup>-q<sup>h</sup>ɑ<sup>55</sup> fi<sup>33</sup>=rɑ<sup>35</sup>?

hilltop rain DIR fall IRG DEC

/ nɑ<sup>33</sup>-q<sup>h</sup>ɑ<sup>55</sup> / '(rain) fall' contains an allomorph of DIR {nɛ<sup>33</sup>-} [down].

0194. It didn't rain at all.

ʔu<sup>33</sup> tɕe<sup>55</sup> tɛ<sup>33</sup>=lɔ<sup>55</sup>=nu<sup>55</sup> nɛ<sup>33</sup>- mɛ<sup>33</sup>= q<sup>h</sup>ɛ<sup>55</sup> rɑ<sup>35</sup>.

rain one CLS yet DIR NEG fall DEC

/ tɛ<sup>33</sup>=lɔ<sup>55</sup>=nu<sup>55</sup> / 'one CLS yet' means '(not) at all' agreeing with NEG / mɛ<sup>33</sup> /.

0195. Will people be going there tomorrow as well?

sɑ<sup>33</sup> su<sup>55</sup> nu<sup>55</sup> [wɑ<sup>33</sup> k<sup>h</sup>ɑ<sup>55</sup> xu<sup>33</sup>] =mi<sup>55</sup> ndu<sup>55</sup> ʔɛ<sup>33</sup>= ɲɛ<sup>55</sup> ti<sup>35</sup>?

tomorrow also that place go NMR exist IRG DEC

/ ji<sup>33</sup> si<sup>55</sup>~ji<sup>33</sup> su<sup>55</sup> / 'yesterday'; / pu<sup>33</sup> si<sup>55</sup>~pu<sup>33</sup> su<sup>55</sup> / 'today'; / sɑ<sup>33</sup> si<sup>55</sup>~sɑ<sup>33</sup> su<sup>55</sup> / 'tomorrow'

/ wɑ<sup>33</sup> k<sup>h</sup>ɑ<sup>55</sup> / 'that place' ⇔ / ʔɛ<sup>33</sup> k<sup>h</sup>ɛ<sup>55</sup> / 'this place'

200 EXAMPLE SENTENCES IN THE MU-NYA LANGUAGE

0196. They're saying that people will go tomorrow as well.

sə<sup>33</sup>su<sup>55</sup> nu<sup>55</sup> xu<sup>33</sup>=mi<sup>55</sup> ndu<sup>55</sup> ni<sup>55</sup> tu<sup>33</sup>=pi<sup>33</sup>.  
 tomorrow also go NMR exist DEC talk SFX

Sentence + / tu<sup>33</sup>=pi<sup>33</sup> / means 'It is said that ~'. SFX / pi<sup>33</sup> / agrees with the 3rd person subject, so it expresses 'sb is saying'.

0197. Will it rain tomorrow?

sə<sup>33</sup>su<sup>55</sup> mu<sup>55</sup> nq<sup>33</sup>-q<sup>h</sup>a<sup>55</sup> [ʔa<sup>33</sup>=ka<sup>55</sup> / ʔe<sup>33</sup>=vu<sup>55</sup>]?  
 tomorrow also DIR fall IRG MOD IRG MOD

IRG + MOD / ʔa<sup>33</sup>=ka<sup>55</sup>? / means 'Is it afraid to?', and / ʔe<sup>33</sup>=vu<sup>55</sup>? / means 'Will it do?'

0198. I doubt it will rain tomorrow.

sə<sup>33</sup>su<sup>55</sup> nq<sup>33</sup>-q<sup>h</sup>a<sup>55</sup> nu<sup>33</sup>=vu<sup>55</sup>.  
 tomorrow DIR fall NEG MOD

V + / nu<sup>33</sup>=vu<sup>55</sup> / expresses 'will not do'.

0199. If (we) leave early, we can probably get there by eight o'clock, right?

ne<sup>33</sup> ne<sup>55</sup> xu<sup>33</sup> =t<sup>h</sup>Λ<sup>55</sup> ni<sup>55</sup>, tɕ<sup>h</sup>u<sup>33</sup> ts<sup>h</sup>u<sup>55</sup> dze<sup>55</sup> =pu<sup>33</sup> k<sup>h</sup>u<sup>33</sup> -tɕa<sup>55</sup>  
 morning go if o'clock eight on DIR arrive

ʔe<sup>33</sup> = t<sup>h</sup>e<sup>53</sup>?  
 IRG MOD

A sentence + / t<sup>h</sup>e<sup>55</sup> ni<sup>55</sup> / expresses 'If ~'  
 / tɕ<sup>h</sup>u<sup>33</sup> ts<sup>h</sup>u<sup>55</sup> dze<sup>55</sup> / 'eight o'clock' < Tib. *chu tshod brgyad*. See notes in 0043 and 0040.  
 / t<sup>h</sup>e<sup>53</sup> / is a Modal which means 'be able to (do)' or 'be willing to (do)'. See 0141 note.

0200. You (We) probably can arrive (on time).

k<sup>h</sup>u<sup>33</sup> -tɕa<sup>55</sup> t<sup>h</sup>a<sup>33</sup> =ru<sup>55</sup> va<sup>33</sup> =su<sup>33</sup>  
 DIR arrive MOD NMR do SFX

/ VP =ru<sup>33</sup> va<sup>33</sup> =su<sup>33</sup> / expresses 'probably'.

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### Distribution of Declaratives

In Mu-nya, 'A [noun] is B [noun]' is expressed as N (A) || N (B) DEC. with speaker's evidential on the Declarative. Mu-nya has three kinds of Declaratives for statement: / ni<sup>33</sup> /, / ŋe<sup>33</sup> /, and / ti<sup>33</sup> /. They represent evidentiality of the statement by the speaker. / ni<sup>33</sup> / is used for general statements, / ŋe<sup>33</sup> / is used for statement with certainty, and / ti<sup>33</sup> / expresses confirmation or discovery. / ŋe<sup>33</sup> / and / ti<sup>33</sup> / are often combined together as / ŋe<sup>33</sup> ti<sup>55</sup> /, but the order cannot be reversed: \*/ ti<sup>55</sup> ŋe<sup>33</sup> /. The / ŋe<sup>33</sup> / and / ti<sup>33</sup> / share the same semantic field in their evidentiality, although the degree is different, so they can be used together. But / ni<sup>33</sup> / occupies a different position in the semantic field, so it cannot be used with other Declaratives simultaneously. That is why there are no combinations like \*/ ni<sup>33</sup> ti<sup>33</sup> /, etc. Yet there is a combination / ŋe<sup>33</sup> / + / ni<sup>33</sup> /, which can be used with a special meaning when expressing a suspicious attitude. In this usage speakers add rising intonation to the former syllable / ŋe / and pronounce the sequence as / ŋe<sup>35</sup> ni<sup>33</sup> /. Their distribution over persons of the subject are as follows:

subject	indicative	negative	interrogative	WH-question
1st person	ŋe <sup>33</sup> / ti <sup>33</sup>	} nɔr <sup>33</sup> = ŋe <sup>55</sup> / ti <sup>33</sup>	} a <sup>33</sup> = ŋe <sup>55</sup> / ti <sup>33</sup> ?	} ŋe <sup>33</sup> / ti <sup>33</sup>
2nd person				
3rd person	} ni <sup>33</sup>		} a <sup>55</sup> = ni <sup>33</sup> ?	ni <sup>33</sup>

/ ni<sup>33</sup> / : general statement [-certain, -confirm], but rarely used in Declarative sentence with 1st person subject.

/ ŋe<sup>33</sup> / : certain statement [+certain, -confirm], generally used in the 1st person subject sentence. When it is used with 3rd person or things for the subject in the sentence, it means recollection with certainty by the speaker in his mind.

/ ti<sup>33</sup> / : confirmed statement [+confirm, +certain], and often used for seeing with the speaker's own eyes or discovery.

**Structure of Mu-nya verb phrase**

<b>prefix</b>	<b>Stem of Verb</b>	<b>(Modal)</b>	<b>Suffix</b>	<b>Declarative</b>
direction	(person)*		aspect	evidentiality
			person	person

\*When the verb takes no suffixes the vowel alternation appears on the stem.

**Direction-marking Verb prefixes**

<b>Direction</b>	<b>prefix</b>	<b>Direction</b>	<b>prefix</b>
1. upward	tu -Vstem	5. towards the speaker	ngu -Vstem
2. downward	ne -Vstem	6. away from the speaker	t <sup>h</sup> e -Vstem
3. to upper stream	yū -Vstem	7. rounding	ru -Vstem
4. to down stream	fi -Vstem	8. non-specific direction	k <sup>h</sup> u -Vstem

Function of these prefixes is to express the direction of the action, however, some verbs take fixed DIRs, with no regard for real direction. See examples of a verb 'go' with DIR expressing real direction below:

/ tu <sup>33</sup> xu <sup>55</sup> / 'go up'	/ ne <sup>33</sup> xu <sup>55</sup> / 'go down'
/ yu <sup>33</sup> xu <sup>55</sup> / 'go upper stream'	/ fi <sup>33</sup> xu <sup>55</sup> / 'go down stream'
/ ngu <sup>33</sup> rɿ <sup>55</sup> / 'come over'	/ t <sup>h</sup> e <sup>33</sup> xu <sup>55</sup> / 'go away'

The vowel of DIR is often assimilated to the stem of the verb.

**Declaratives and classification of verbs**

Mu-nya Declarative is a part of speech which also appears in the verb phrase or the adjective phrase in the predicate of sentences. The basic structure of the verb phrase in the predicate is: Verb + SFX + DEC, and the adjective phrase is: Adj + DEC. respectively. Mu-nya verbs can be classified as controllable verbs (e.g. / fi<sup>33</sup>ndzu<sup>55</sup> / 'eat'), uncontrollable verbs (e.g. / t<sup>h</sup>ɿ<sup>33</sup>qɑ<sup>55</sup> / 'scared'), and static verbs (e.g. / ndʒe<sup>55</sup> / 'have') according to the distribution in combination with suffixes and Declaratives. Agreement with the person of the subject appears as a vowel alternation in suffixes {po}[imperfect] and {su}[perfect], or on the stem when the verb takes no suffix.

**A. Distribution of Declaratives with controllable Verb****imperfect** (present; progressive)

Subject	general statement	[ + certain]	[ + realize]
1st person (sg./pl.):	cV =po <sup>55</sup> ni <sup>33</sup>	cV =po <sup>55</sup> ŋe <sup>33</sup>	*
2nd person (sg./pl.):	cV =pe <sup>55</sup> ni <sup>33</sup>	cV =pa <sup>55</sup> e <sup>55</sup> = ŋe <sup>33</sup> ? (IRG)	*
3rd person (sg./pl.):	cV =pi <sup>55</sup> ni <sup>33</sup>	*	*

**perfect**

Subject	general statement	[ + certain]	[ + realize]
1st person (sg.):	cV =sø <sup>55</sup> ni <sup>33</sup>	cV ŋe <sup>33</sup>	*
2nd person (sg.):	cV =sy <sup>55</sup> ni <sup>33</sup>	*	cV ra <sup>33</sup>
3rd person (sg.):	cV =suw <sup>55</sup> ni <sup>33</sup>	*	cV ra <sup>33</sup>
pl. (1st/2nd/3rd)	cV =su <sup>55</sup> ni <sup>33</sup>	*	cV ra <sup>33</sup>

**Example of controllable Verb: / fia<sup>33</sup>-ndzuw<sup>55</sup> / ‘eat’****imperfect** (present; progressive)

Subject	general statement	[ + certain]	[ + realize]
1st person	fia <sup>33</sup> -ndzuw <sup>55</sup> =po <sup>33</sup> ni <sup>33</sup>	fia <sup>33</sup> -ndzuw <sup>55</sup> =po <sup>55</sup> ŋe <sup>33</sup>	*
2nd person	fia <sup>33</sup> -ndzuw <sup>55</sup> =pe <sup>33</sup> ni <sup>33</sup>	fia <sup>33</sup> -ndzuw <sup>55</sup> =pa <sup>55</sup> e <sup>55</sup> = ŋe <sup>33</sup> ?	*
3rd person	fia <sup>33</sup> -ndzuw <sup>55</sup> =pi <sup>33</sup> ni <sup>33</sup>	*	*

**perfect**

Subject	general statement	[+certain]	[+realize]
1st person	fia <sup>33</sup> -ndzuw <sup>55</sup> =sø <sup>55</sup> ni <sup>33</sup>	fia <sup>33</sup> -ndze <sup>55</sup> ŋe <sup>33</sup>	*
2nd person	fia <sup>33</sup> -ndzuw <sup>55</sup> =sy <sup>55</sup> ni <sup>33</sup>	*	fia <sup>33</sup> -ndzi <sup>55</sup> ra <sup>33</sup>
3rd person	fia <sup>33</sup> -ndzuw <sup>55</sup> =suw <sup>55</sup> ni <sup>33</sup>	*	fia <sup>33</sup> -ndzuw <sup>55</sup> ra <sup>33</sup>
pl. (1st/2nd/3rd)	fia <sup>33</sup> -ndzuw <sup>55</sup> =su <sup>55</sup> ni <sup>33</sup>	*	fia <sup>33</sup> -ndzuw <sup>55</sup> ra <sup>33</sup>

\*/ fia<sup>33</sup>-ndze<sup>55</sup>ra<sup>33</sup> / can not be used for 1st person, must be said as / fia<sup>33</sup>-ndze<sup>55</sup>ŋe<sup>33</sup> / instead of it.

**B. Distribution of Declaratives with uncontrollable Verb**

	<b>imperfect</b> (present; progressive)		<b>perfect</b>
Subject	[-certain, -realize]	[+certain]	[+realize]
1st person (s/p):	*	ucV ti <sup>33</sup>	ucV ra <sup>33</sup>
2nd person (s/p):	ucV pi <sup>33</sup>	*	ucV ra <sup>33</sup>
3rd person (s/p):	ucV pi <sup>33</sup>	*	ucV ra <sup>33</sup>

**Example of uncontrollable Verb:** / t<sup>h</sup>a<sup>33</sup>qa<sup>55</sup> / ‘scared’

	<b>imperfect</b> (present; progressive)		<b>perfect</b>
Subject	general statement	[+certain]	[+realize]
1st person (s/p):	*	t <sup>h</sup> a <sup>33</sup> qa <sup>55</sup> ti <sup>33</sup>	t <sup>h</sup> a <sup>33</sup> qa <sup>55</sup> ra <sup>33</sup>
2nd person (s/p):	t <sup>h</sup> a <sup>33</sup> qa <sup>55</sup> pi <sup>33</sup>	*	t <sup>h</sup> a <sup>33</sup> qa <sup>55</sup> ra <sup>33</sup>
3rd person (s/p):	t <sup>h</sup> a <sup>33</sup> qa <sup>55</sup> pi <sup>33</sup>	*	t <sup>h</sup> a <sup>33</sup> qa <sup>55</sup> ra <sup>33</sup>

**C. Distribution of Declaratives with stative Verb and Adjective**

Subject	general statement	[+certain]	[+realize]
1st person (s/p):	Adj ni <sup>33</sup>	stV ηe <sup>33</sup>	*
2nd person (s/p):	stV/Adj ni <sup>33</sup>	v <sup>33</sup> = stV ηe <sup>33</sup> ? (IRG)	stV/Adj ti <sup>33</sup>
3rd person (s/p):	stV/Adj ni <sup>33</sup>	(stV/Adj ηe <sup>33</sup> )	stV/Adj ti <sup>33</sup>

Stative verbs have no distinction between perfect and imperfect, therefore they do not take Suffixes {pə}[imperfect] nor {su}[perfect], showing an almost identical distribution to Adjectives in their combination with person of the subject and Declarative. The only difference is: stative Verb + DEC. in the 1st person subject sentence must use / ηe<sup>33</sup> / as / (ηi<sup>55</sup> < ηu<sup>33</sup> =ji<sup>55</sup>) ndzə<sup>55</sup> ηe<sup>33</sup> / ‘(I) have’ and cannot be said as \*/ ndzə<sup>55</sup> ni<sup>33</sup> /; Adjective + DEC. must use / ni<sup>33</sup> / as / (ηu<sup>55</sup>) ki<sup>33</sup>ke<sup>55</sup> ni<sup>33</sup> / ‘(I am) big’, and if one say as \*/ ki<sup>33</sup>ke<sup>55</sup> ηe<sup>33</sup> / then it will mean ‘I AM big,’ with the nuance of “you didn’t know, did you?” or “whether you believe it or not” as a kind of special situation.



**Example of stative Verb: / ndʒe<sup>55</sup> / ‘have’**

Subject	general statement	[ + certain]	[ + realize]
1st person (sg.):	*	ndʒu <sup>55</sup> /ndʒe <sup>55</sup> ɲe <sup>33</sup>	*
(pl.):	*	ndʒe <sup>55</sup> ɲe <sup>33</sup>	*
2nd person (sg.):	ndʒe <sup>55</sup> ni <sup>33</sup>	e <sup>33</sup> = ndʒe <sup>55</sup> ɲe <sup>33</sup> ? (IRG)	ndʒe <sup>55</sup> ti <sup>33</sup>
(pl.):	ndʒe <sup>55</sup> ni <sup>33</sup>	e <sup>33</sup> = ndʒe <sup>55</sup> (ɲe <sup>33</sup> ) ? (IRG)	ndʒe <sup>55</sup> ti <sup>33</sup>
3rd person (sg.):	ndʒY <sup>55</sup> ~ndʒi <sup>55</sup> ni <sup>33</sup>	(ndʒY <sup>55</sup> ~ndʒi <sup>55</sup> ɲe <sup>33</sup> )	ndʒY <sup>55</sup> ~ndʒi <sup>55</sup> ti <sup>33</sup>
(pl.):	ndʒY <sup>55</sup> ~ndʒi <sup>55</sup> ni <sup>33</sup>	(ndʒY <sup>55</sup> ~ndʒi <sup>55</sup> ɲe <sup>33</sup> )	ndʒY <sup>55</sup> ~ndʒi <sup>55</sup> ti <sup>33</sup>

**Example of Adjective: / ki<sup>33</sup>ke<sup>55</sup> / ‘big’**

Subject	general statement	[+certain]	[+realize]
1st person:	ki <sup>33</sup> ke <sup>55</sup> ni <sup>33</sup>	(ki <sup>33</sup> ke <sup>55</sup> ɲe <sup>33</sup> )	*
2nd person:	ki <sup>33</sup> ka <sup>55</sup> ni <sup>33</sup>	*	ki <sup>33</sup> ka <sup>55</sup> ti <sup>33</sup>
3rd person:	ki <sup>33</sup> ke <sup>55</sup> ni <sup>33</sup>	(ki <sup>33</sup> ke <sup>55</sup> ɲe <sup>33</sup> )	ki <sup>33</sup> ke <sup>55</sup> ti <sup>33</sup>

\*/ ki<sup>33</sup>ke<sup>55</sup> ɲe<sup>33</sup> / under 1st person subject means ‘I AM big,’ with nuance of (you didn’t not know, did you?) or (whether you believe it or not) under special situation.

\*/ ki<sup>33</sup>ke<sup>55</sup> ɲe<sup>33</sup> / under 3rd person subject means ‘I KNOW (s/he is) big,’ with nuance of (you didn’t not know, did you?) or (whether you believe it or not) under special situation.

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- |                     |   |
|---------------------|---|
| 0001. 这是什么?         | What is this?   |
| 0002. 这是书。          | This is a book.   |
| 0003. 这是谁的书?        | Whose book is this?   |
| 0004. 这是我的书。        | This is my book.  |
| 0005. 那(枝)钢笔是谁的?    | Whose pen is it?  |
| 0006. 那(枝)是我的。      | It is mine.   |
| 0007. 这是你的墨水吗?      | Is this your ink?   |
| 0008. 是。是我的墨水。      | Yes. It is my ink.  |
| 0009. 那是他的竹笔吗?      | Is that his/her bamboo pen?   |
| 0010. 不是。不是他的竹笔。    | No. That is not his/her bamboo pen.                                 |
| 0011. 你是谁?          | Who are you?  |
| 0012. 我是扎西。         | I'm <i>bKra shis</i> .  |
| 0013. 他是谁?          | Who is this person?   |
| 0014. 他是我的同学。       | S/he is my classmate.   |
| 0015. 您是老师吗?        | Are you a teacher?  |
| 0016. 不是。我不是老师。     | No. I'm not a teacher.  |
| 0017. 他也是学生吗?       | Is s/he also a student?   |
| 0018. 是。他是学生。       | Yes. S/he is a student, too.  |
| 0019. 你是哪个班的学员?     | Which class are you in?   |
| 0020. 我是藏文班的学员。     | I'm in the Tibetan class.   |
| 0021. 他是民族干部学校的学员吗? | Is s/he a student at the Nationalities Cadre School?                |
| 0022. 他是民族师范学校的学员。  | No, s/he is a student at the Nationalities Teacher Training School. |
| 0023. 今天扫地的是谁?      | Who sweeps the floor today?   |
| 0024. 是我。           | Me.   |
| 0025. 昨天赛球的是哪些人?    | Who played ball yesterday?  |
| 0026. 是数学班的同学们。     | The students from the math class.                                   |
| 0027. 你的家乡是哪里?      | Where is your hometown?   |
| 0028. 我的家乡是德格。      | I'm from <i>sDe dge</i> .   |
| 0029. 他是康定人吗?       | Is s/he from <i>Dar rtse mdo</i> ?                                  |
| 0030. 不是。他是甘孜人。     | No, s/he is from <i>dKar mdzes</i> .                                |
| 0031. 这个孩子是谁的?      | Whose child is this?  |
| 0032. 是洛绒家的。        | It is <i>Blo bzang</i> 's family's (child).                         |
| 0033. 他几岁了?         | How old is s/he? (For children below the age of ten)                |
| 0034. 今年10岁。        | He is ten (this year).  |
| 0035. 你是汉族还是藏族?     | Are you Han-Chinese or Tibetan?                                     |

0036. 我是汉族。 I'm Han-Chinese.
0037. 他是学汉文的还是学藏文的? Does s/he study Chinese or Tibetan?
0038. 他是学藏文的。 S/he studies Tibetan.
0039. 今天几号? What is the date today?
0040. 今天五月一号。 Today is May first.
0041. 今天星期几? What day of the week is it today?
0042. 今天星期五。 Today is Friday.
0043. 现在几点钟? What time is it now?
0044. 十点零五分。 Five past ten.
0045. 这把小刀锋利吗? Is this folding knife sharp?
0046. 这把小刀很锋利。 This folding knife is very sharp.
0047. 你的这枝钢笔是新的吗? Is your pen new?
0048. 我这枝钢笔是崭新的。 My pen is brand new.
0049. 您好吗? How are you?
0050. 我很好。 I'm fine.
0051. 扎西好吗? How's *bKra shis*?
0052. 扎西很好。 *bKra shis* is fine.
0053. 今年收成好吗? How is the harvest this year?
0054. 今年收成好。 The harvest is good.
0055. 家里生活怎样? Is your family okay?
0056. 生活很好。 They (We)'re fine.
0057. 我这样写行吗? Can I write it like this?
0058. 这样写行。 Yes, you can (write it this way).
0059. 我的写法对吗? Did I write this correctly?
0060. 对! Yes!
0061. 这个字写得好吗? Did I write this word/letter/character well?
0062. 写得非常好。 You wrote it very well.
0063. 你有小刀吗? Do you have a small knife?
0064. 我有把小刀。 Yes, I have a knife.
0065. 他有竹笔吗? Does s/he have a bamboo pen?
0066. 他有一枝好竹笔。 S/he has a good bamboo pen.
0067. 你有多少藏文课本? How many Tibetan textbooks do you have?
0068. 我只有一本藏文课本。 I only have one Tibetan textbook.
0069. 他有几本词典? How many dictionaries does s/he have?
0070. 他只有一本词典。 S/he only has one dictionary.
0071. 你家里有多少人? How many people are there in your family?
0072. 我家里有六口人。 There are six people in my family.
0073. 他家里有多少人? How many people are there in his/her family?

200 EXAMPLE SENTENCES IN THE MU-NYA LANGUAGE

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|-------------------|---|
| 0074. 他家里有七、八口人。  | There are seven or eight people in his family.          |
| 0075. 今天你有什么事?    | What do you do (are you doing) today?                   |
| 0076. 今天我没有什么事。   | I don't have anything to do today.                      |
| 0077. 现在你有什么事吗?   | What do you need to do now?                             |
| 0078. 现在我有衣服要洗。   | I need to wash clothes now.                             |
| 0079. 扎西刚才在哪里?    | Where was <i>bKra shis</i> just now?                    |
| 0080. 扎西刚才在教室里。   | <i>bKra shis</i> was in the classroom just now.         |
| 0081. 教室里还有哪些人?   | Who else is in the classroom?                           |
| 0082. 泽仁和洛绒他们。    | <i>Tshe ring</i> and <i>Blo bzang</i> were.             |
| 0083. 讲台上放着什么?    | What is on the platform?                                |
| 0084. 放着书和粉笔。     | There are books and chalk.                              |
| 0085. 那边人们在做什么?   | What are those people doing?                            |
| 0086. 都在买书。       | They are all buying books.                              |
| 0087. 有些什么书卖的?    | What kind of books are for sale?                        |
| 0088. 各种书都有卖的。    | There are all kinds of books for sale.                  |
| 0089. 你的名字叫什么?    | What's your name?                                       |
| 0090. 我的名字叫泽仁。    | My name is <i>Tshe ring</i> .                           |
| 0091. 他叫什么名字?     | What's his/her name?                                    |
| 0092. 他叫邓朱。       | His name is <i>Don grub</i> .                           |
| 0093. 你到哪里去?      | Where are you going?                                    |
| 0094. 我到那边去。      | I'm going over there.                                   |
| 0095. 你去做什么?      | What are you going to do?                               |
| 0096. 我去借书。       | I'm going to borrow (a) book(s).                        |
| 0097. 他到哪里去了?     | Where did s/he go?                                      |
| 0098. 他到街上去了。     | S/he went out (to town).                                |
| 0099. 他做什么去了?     | What did s/he go to do?                                 |
| 0100. 他买东西去了。     | S/he went to buy some stuff.                            |
| 0101. 你要去图书馆吗?    | Do you want to go to the library?                       |
| 0102. 是的。我要去看甘孜报。 | Yes, I want to go and read the <i>dKar mdzes</i> daily. |
| 0103. 我俩一同去好吗?    | Shall we both (dual) go together?                       |
| 0104. 好! 我俩一道去。   | Okay! Let's both go together.                           |
| 0105. 他到老师那里去了吗?  | Did s/he go to see his teacher?                         |
| 0106. 去了。         | Yes, s/he did.  |
| 0107. 你是从哪里来的?    | Where are you from?                                     |
| 0108. 我是从理塘来的。    | I am from <i>Li thang</i> .                             |
| 0109. 他是从哪里来的?    | Where is s/he from?                                     |
| 0110. 他是从昌都来的。    | S/he is from <i>Chab mdo</i> .                          |
| 0111. 你何时去的?      | When did you go?  |

TAKUMI IKEDA

0112. 我昨天去的。 I went yesterday.  
 0113. 你俩一同来的吗? Did you both come together?  
 0114. 不! 我一个人来的。 No! I came alone.  
 0115. 你来了多少天了? How long ago has it been since you come?  
 0116. 我来了很多天了。 I came many days ago.  
 0117. 跟你一同来的有多少人? How many people came with you?  
 0118. 有五、六个人。 Five or six people.  
 0119. 你打算到康定去吗? Are you planning to go to *Dar rtse mdo*?  
 0120. 我不打算去。 No, I'm not planning to go.  
 0121. 你想去看电影吗? Do you want to go watch a movie?  
 0122. 想去。 Yes, I want to.  
 0123. 他要到我们学校来吗? Will s/he come to our school?  
 0124. 要来。 Yes, s/he will.  
 0125. 你要做什么? What are you going to do?  
 (What do you want to do?)  
 0126. 我要洗衣服。 I'm going to wash clothes.  
 0127. 他要做什么? What is s/he going to do?  
 0128. 他也要洗衣服。 S/he is going to wash clothes, too.  
 0129. 你在做什么? What are you doing?  
 0130. 我在写信。 I'm writing a letter.  
 0131. 他们在做什么? What are they doing?  
 0132. 他们在学习。 They are studying.  
 0133. 你做什么了? What did you do?  
 0134. 我写了封信。 I wrote a letter.  
 0135. 他们做什么了? What did they do?  
 0136. 他们跳藏舞了。 They danced Tibetan dances.  
 0137. 扎西给了你什么? What did *bKra shis* give you?  
 0138. 他给了我一本书。 He gave me a book.  
 0139. 老师在对谁讲话? Who is the teacher talking to?  
 0140. 在对洛绒讲话。 He is talking to *Blo bzang*.  
 0141. 你帮助我一下好吗? Could you help me?  
 0142. 我当然要帮助你。 Of course I'll help you.  
 0143. 你需要什么帮助? What do you need to help?  
 0144. 请帮我讲解一下吧。 Please explain this to me.  
 0145. 我再给你讲一遍好吗? I'll tell you one more time, all right?  
 0146. 好! 请再讲一遍。 Okay! Please tell me once more.  
 0147. 你们要在会议室里做什么? What are you going to do in the conference room?  
 0148. 我们要开个晚会。 We want to have a party.

200 EXAMPLE SENTENCES IN THE MU-NYA LANGUAGE

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|--------------------|---|
| 0149. 他们在教室里做什么?   | What are they doing in the classroom?                                 |
| 0150. 他们在教室里唱歌。    | They are singing in the classroom.                                    |
| 0151. 天亮了没有?       | Has dawn come?  |
| 0152. 天亮了。         | Yes, dawn has come.   |
| 0153. 打铃了吗?        | Did the bell ring?  |
| 0154. 还没有。         | Not yet. (It hasn't rung yet.)  |
| 0155. 你洗脸了吗?       | Did you wash your face?<br>(Have you washed your face?)               |
| 0156. 我洗完了。        | Yes, I did. (Yes, I have washed my face.)                             |
| 0157. 他们吃完饭了吗?     | Have they finished eating?  |
| 0158. 吃完了。         | Yes, they have finished eating.                                       |
| 0159. 你看见扎西了吗?     | Did you see <i>bKra shis</i> ?  |
| 0160. 没有看见。        | No, I didn't see (him).   |
| 0161. 那件事你想起来了吗?   | Do you remember that?   |
| 0162. 现在我想起来了。     | I remember now.   |
| 0163. 你学过藏文吗?      | Did you study Written Tibetan?<br>(Have you studied Written Tibetan?) |
| 0164. 我没有学过藏文。     | I didn't study (haven't studied) Written Tibetan.                     |
| 0165. 他学过藏文吗?      | Has s/he studied Written Tibetan (before)?                            |
| 0166. 他学过藏文。       | Yes, s/he has studied Written Tibetan.                                |
| 0167. 你会藏话吗?       | Can you speak Tibetan?  |
| 0168. 我只会几句藏话。     | I only know a few Tibetan sentences.                                  |
| 0169. 他懂藏语吗?       | Does s/he know (understand) Tibetan?                                  |
| 0170. 他藏语非常好。      | His Tibetan is very good.   |
| 0171. 你见到拉姆没有?     | Did you see (Have you seen) <i>Lha mo</i> ?                           |
| 0172. 我没有见到她。      | No, I haven't seen her.   |
| 0173. 你现在到街上去吗?    | Are you going out to the market now?                                  |
| 0174. 我现在不到街上去。    | No, I'm not going out now.  |
| 0175. 扎西他们哪里去了?    | Where did <i>bKra shis</i> and the others go?                         |
| 0176. 他们要坝子去了。     | They went to the playground.  |
| 0177. 不知他们现在到那里没有? | I wonder if they've arrived there (yet).                              |
| 0178. 现在可能到了。      | By now they have probably gotten there.                               |
| 0179. 你们要坝子去了吗?    | Did you (pl.) go to the playground?                                   |
| 0180. 是的。我们到山上要去了。 | Yes, we went up the mountain to have a picnic.                        |
| 0181. 你们去的地方远吗?    | Did you go somewhere far away?  |
| 0182. 不很远。         | Not very far.   |
| 0183. 今早, 你们何时起床的? | What time did you get up in this morning?                             |
| 0184. 早上六点钟起床的。    | We got up at six (in the morning).                                    |

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0185. 几点钟到山上的? What time did you get to the mountain?  
0186. 九点钟到山上。 We got to the mountain at nine.  
0187. 今天去耍的人多吗? Did many people go for a picnic today?  
0188. 去耍的人非常多。 Lots of people went for a picnic.  
0189. 今天耍好了吗? Did you have fun today?  
0190. 耍好了! Yes, I had a good time!  
0191. 你们累了吗? Are you tired?  
0192. 不累。 No, I'm not tired.  
0193. 山上下雨了吗? Did it rain (when you were) on the mountain?  
0194. 一点也没有下雨。 It didn't rain at all.  
0195. 明天也有人去那里吗? Will people be going there tomorrow as well?  
0196. 听说明天也有人去。 They're saying that people will go tomorrow as well.  
0197. 明天会不会下雨啊? Will it rain tomorrow?  
0198. 明天不会下雨吧! I doubt it will rain tomorrow.  
0199. 走早些八点钟可能到得了吗? If (we) leave early, we can probably get there by eight o'clock, right?  
0200. 可能到得了。 You (We) probably can arrive (on time).